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ABSTRACT

With Project Aurora, the Elyria, Ohio, Public Library tested an alternative form of library extension, as possibly more effective and economical than a branch or bookmobile. Between July 1970 and June 1972, four nonprofessional library representatives made monthly visits to homes, to provide books, to stimulate interest in the library, and to discover local needs. The representatives completed a six-week training course in library services and collections and in visitor techniques. Using the social work caseload approach, each visitor was assigned about 250 families, who had agreed to participate in the Project. The target families represented a socio-economic cross-section of the community, and included both library users and non-users. Toward the end of the project, a questionnaire was distributed to the patron families. It was found that the personal caseload service often stimulated interest in reading, but not necessarily in library use. A need for library service was established for a previously unserved group--the "functionally homebound" who, while not handicapped, are kept from the library by lack of transportation or family responsibilities. But the caseload approach proved to be a prohibitively expensive technique for library extension. (SL)

PROJECT AURORA

AN EXPERIMENT IN EXPANDING LIBRARY AWARENESS

FINAL REPORT

ED 088456

IR 000 287

ELYRIA PUBLIC LIBRARY
ELYRIA, OHIO

OHIO LIBRARY FOUNDATION
1973

ED 088456

PROJECT AURORA

AN EXPERIMENT IN EXPANDING LIBRARY AWARENESS

JULY 1970 to JUNE 1972

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ACKNOWLEDGMENTS

The Elyria Public Library in 1970 served a rapidly growing community of 53,427 but offered no form of extension service. Project Aurora, funded under the Library Services and Construction Act, Title I, by the State Library of Ohio, tested an alternative form of extension service which might be more effective and economical than a branch or bookmobile.

Mr. Donald Sager, Director of the Elyria Public Library, 1966-71, and originator of Project Aurora, appointed Miss Joan Schmutzler in July, 1970, as Project Head. She was delegated the responsibility for the selection of the Project staff, the planning and implementation of the six-week training period, and the development of measurements to determine the success or failure of the Project.

An Advisory Council was specified in the Project proposal to act in an advisory capacity in the development of the Project. Members of the group were requested to serve on the Council by the Project Head, and the two educators were appointed to serve by their Deans. The following institutions or associations, as stipulated in the proposal, were represented by these individuals: State Library of Ohio, Mr. John Phillip, 1970-1971, Miss Ruth Hess, 1971-1972; American Library Association, Miss Ruth Warncke; Ohio Library Association, Mrs. Marian Steffens; School of Library Science, Case Western Reserve University, Miss Dorothy Sinclair; School of Library Science, Kent State University, Dr. Sidney Jackson, 1970-71, Mrs. Clara Jackson, 1971-1972; Elyria Public Library, Mr. Donald Sager, Director, 1970-1971, Mrs. Nancy Warner, Acting Director, 1971-1972, as ex-officio member of the Council.

The Advisory Council offered suggestions, direction and perspective to the Project. It also met with the Project staff on a bimonthly basis to hear reports on problems and progress in the development of the Project. A group of patrons attended one Council meeting to share opinions and offer reactions to the Project.

Project Aurora would not have been possible without the original concept of Mr. Donald Sager, the Library Services and Construction Act grant from the State Library of Ohio, the Board of Trustees and the staff of the Elyria Public Library.

The success of the Project depended on the four Library Representatives--Mrs. Lenora Davis, Mrs. Eleanor Hatter, Mrs. Vicki Marty, and Mrs. Patricia Peters--who never lost hope that they were helping not only patrons, but were aiding the library profession in developing a new concept of service.

The Project Head fully appreciates the interest and enthusiasm shown by the Advisory Council in this Project, as well as its members' faithful attendance at the bimonthly Advisory Council meetings.

The School of Library Science of Case Western Reserve University has agreed to hold on file the archives of Project Aurora. The Project Head is grateful for the interest the school is showing in this Ohio library project.

A slide lecture, developed by Mr. Donald Sager, is held by The State Library of Ohio. All detailed financial records and reports for the Project are on file at the Elyria Public Library.

The Project Head wishes to give special acknowledgment to Mrs. Rosemary Kneale, Mrs. Marian Steffens, and Miss Ruth Warncke for their cooperation in the writing and the editing of this report, and to Mrs. Clara Jackson for the final reading of it.

Joan V. Schmutzler
Project Head

FOREWORD

Project Aurora has been, from the first, of extraordinary interest to public librarians. This experiment with the caseload approach, in which trained paraprofessionals make home visits on behalf of the library, has captured the profession's imagination. Perhaps one reason is that it appeared to offer an opportunity to test an optimistic and deep-seated belief on the part of most of us that many people--a much larger proportion than now use the library--would use it if only they had the opportunity to learn what was available and a favorable situation in which to try.

The Project found that personal, uninterrupted service is effective in many cases in creating, sustaining, and increasing reading, but not necessarily in increasing library use. It showed that sequential service by the same individual appears to establish a type of rapport which encourages the user to confide informational and reading needs, and it identified a group of potential library users who, while not handicapped in a physical sense, are homebound because of lack of transportation or family responsibilities.

Like most experiments, Aurora identified flaws in planning. Greater attention might have been given to several areas: better communication between "inside" librarians and the "outside" Library Representatives; need for flexibility in rules about circulation; problems of difference in working conditions and pay schedules; and some variations in philosophy of service between the two groups. Had the Project been viewed from the outset as a team effort, many difficulties might have been avoided. However the findings are of value in that they may be utilized by any who wish to adopt, or adapt the caseload method.

Aurora had left valuable data. The files, reflecting sequential use by families and individual members of families, showing actual books read and information supplied, and with comments and assessments of the Library Representatives, offer a type of information not readily available in today's stream-lined circulation systems. This valuable archive will be preserved as part of the collection of the School of Library Science at Case Western Reserve University, where it may be used by qualified investigators, with--of course--safeguards to preserve the privacy of the individual concerned.

The Report which follows is that of the Project Head. Readers should find its honesty, its humanness, and its reflections of concern and involvement absorbing.

Dorothy Sinclair

Case Western Reserve University
February 1973

INTRODUCTION

The search for an effective, economical means of extending library service is imperative if libraries are to be vital information sources in our changing communities. Project Aurora was funded by the State Library of Ohio through a grant to Elyria Public Library, Elyria, Ohio, for the period July 1970-June 1972. Aurora, the Roman goddess of the dawn, personified this new concept of library service.

Traditionally, libraries have tried to extend their services into the community by either branches or bookmobiles. Both means have their limitations. Branches represent a costly investment, particularly if as a result of community change, their location becomes inconvenient and their usage decreases. Bookmobiles are more flexible, but their schedules can not always suit the convenience of all patrons.

Recently, innovative approaches have been tried to make the library more accessible and its use encouraged. The San Antonio, Texas, Public Library tested mail service on a large scale. The Community Worker program of the Brooklyn, New York, Public Library has attempted to reach individuals in the community directly. The library in the neighborhood center has also brought library service closer to people and variations of this method were tried at High John in Prince George's County, Maryland. The "vest-pocket libraries" in store fronts, staffed by individuals from the area, constituted a neighborhood information center project initiated by the Enoch Pratt Library, Baltimore, Maryland.

Project Aurora represented another approach--visiting homes to stimulate and encourage the residents to use the library. This personal form of service offered the library an opportunity to discover service needs within the community.

Basically, the technique was the caseload approach used successfully by social workers. A staff of non-professionals was selected and trained to work directly with individual families. They were introduced to basic library resources and services, as well as to the available services of various community agencies, so that they could, if necessary, refer people to the proper agency.

When subject requests were obtained, the Aurora staff was instructed to turn these over to the professional staff of Elyria Public Library to be filled.

Project funds were available to strengthen the library's book collection in some areas, to purchase duplicate copies, and to replace older titles. Titles were generally selected by the Project Head and majority were purchased through a jobber, although some were purchased through local book stores.

The caseload technique was tested on approximately 1000 families, representing a socio-economic cross-section of the community and including both users and non-users of the library. Each of four Aurora staff members was assigned 250 families for whom she was responsible, contacting, interviewing, and providing service where desired. The ultimate objective was to stimulate and motivate people to use the library independently of the service.

CHAPTER I

ELYRIA

Located 23 miles southwest of Cleveland, Ohio, Elyria lies in the historic Western Reserve. Like many other cities, it is experiencing growth, with 21.9 percent increase in population during the past decade according to the 1970 census. The present population of Elyria is 53,427.

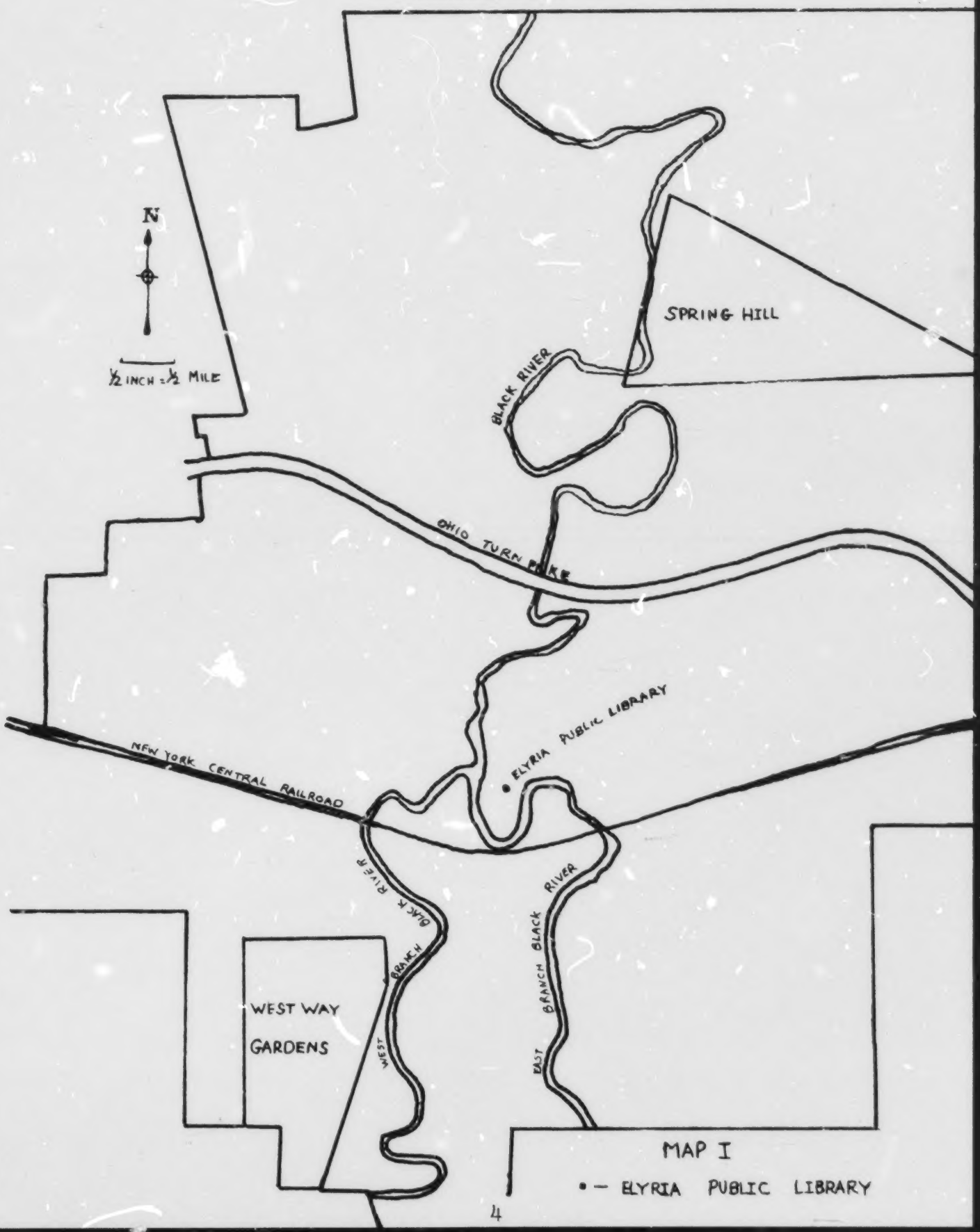
A "Y" created by the east and west branches of the Black River has formed a barrier between the outlying areas and the central part of the city. The expansion of the city limits has introduced man-made barriers such as railroads and major highways to further isolate sections of the community from the downtown area. (See Map, page 4). There is no form of public transportation within the city limits. Since the completion of the multi-million dollar Midway Mall, the downtown area of Elyria has declined as the shopping district. Elyria is becoming part of a megalopolis with the Ohio Turnpike and Highway I-90 serving as links to Cleveland.

From its earliest history, Elyria has been an industrial community, and the present economy is based on the diversified industries located in Elyria or nearby Lorain. There are 136 manufacturing and industrial enterprises in Elyria, many of which employ only a few individuals. The two largest employers in the area are Ternstedt Division of General Motors, employing approximately 2,100, and Air Brake Division of Bendix-Westinghouse Automotive Air Brake Company, employing an estimated 1,400. With Elyria's varied industries, strikes and unemployment are usually not acutely felt, although the current general recession has made a sharp impact on the community.

Elyria Union High School, established in 1850, was the first public high school west of the Alleghenies. Today the residents of Elyria may continue their advanced education at Lorain County Community College, in Lorain approximately 5 miles away. Other colleges and universities

MAP I

ELYRIA, OHIO



MAP I

• — ELYRIA PUBLIC LIBRARY

lie within easy commuting distance. "About 48% of Elyria High School graduates apply to institutions of higher learning."[1]

The Elyria Public Library

The Elyria Public Library, established June 10, 1870, was located in the downtown area prior to construction of the new building in 1967. Although the new location of the library is less than a mile from its former site, many of those who walked to the old location find the added distance a handicap.

The library is situated in a neighborhood composed primarily of large private homes and a few new apartment buildings. There are no shops or other businesses within one-half mile.

The library building, of modern design, covers 28,000 square feet. The public service area is on the ground level, with the underground level housing a storage collection, meeting rooms, film storage and inspection area, technical processing, and staff lounge. The library parking area, located on the north and west sides of the building which itself faces east, accommodates 39 cars. Some of the spaces are used for staff parking. A public parking area with metered parking spaces is approximately 1000 feet from the library, across a wide main street.

Total operating expense for the library in 1971 was $183,193.00, with the budget for personnel at $124,014.00 and for materials at $21,696.00. There are two five-year professional librarians on the staff of 33 members, 20 full-time.

In 1971, the total holdings included 110,386 books, 2,071 records, 661 microfilms, 1,151 slides, 103 filmstrips, 23,247 government depository items, 1,298 pieces of sheet music, and 610 periodical subscriptions.

The library is under contract to the National Aeronautics and Space Administration (NASA) and distributes the latter's films in a seven-state area. It also serves as the administrative headquarters for Northern Ohio Film

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[1] Elyria Area Chamber of Commerce. Wonderful World of Elyria, Ohio. (Chicago. Windsor Publication, 1967), p.19.

Circuit covering an eight-county area, and an 8mm film circuit covering two counties.

Children's and adult services sponsor varied programs for the community and each department issues booklists occasionally. For the past several years, the adult services department has promoted a biweekly program for senior citizens. Topics of interest to homemakers, such as antique collecting, flower arranging, Christmas decorations, and needlecraft are covered occasionally in seminars. Travel and sports films are scheduled. In 1970, local office equipment dealers cooperated with the library in sponsoring a seminar for secretaries, demonstrating new materials and techniques.

The children's department sponsors preschool story hours and film and puppet shows for elementary school children. Classes visit the library for tours and library instruction, and the librarian visits the schools periodically.

Growth and change within the community suggest that the library must change to meet both the expressed and unexpressed needs of patrons and potential patrons. The need to extend library services into the community has been recognized, but erection of a branch or the establishment of bookmobile service would not be feasible on the current annual operating budget. One purpose of Project Aurora was to develop a variation of an extension program that might be more economical.

CHAPTER II

THE TARGET AREAS

Project Aurora was not a poverty project, but one that was designed to test the caseload technique as a means of serving an economic and social cross-section of the community. Lower, middle, and upper economic families were included. The original proposal stated that one ward of the city would be used as the target area. Upon close examination it was found that no ward contained all the characteristics specified. Therefore, two areas were selected, using the 1960 Census figures, because those for 1970 were not available.

The target areas were equally distant from the Elyria Public Library. (See Map, page 4.) The working names for the target areas, Spring Hill and Westway Gardens, were those used in the City Planning Associates' reports, although there were slight variations in the boundaries that the reports designated and those established for the Project.

Spring Hill

Spring Hill is located in the northeastern section of the city. The terrain is rolling and hilly near the east branch of the Black River and levels out as it moves eastward toward the city limits. This area provides a pleasant setting for single-unit medium to high-priced housing. Approximately three-fourths of the area has been developed since 1960. The area is residential with no shopping centers within easy walking distance.

Within this area is Livermore Lane, "occupied by middle and low income white migrants from the Appalachian area of the Country."[2] Both Livermore Lane and Salem Avenue to the north, according to local real estate agents, have housing financed through FHA.

The 1960 Census showed two black families living in Spring Hill. A review of recent data such as public school

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[2]City Planning Associates. Elyria, Ohio community renewal program. Final Report. (Mishawaka, Indiana: City Planning Associates, Inc.), 1968, p. 63.

enrollment indicated that there has been no significant change in the racial composition of the Spring Hill area.

Westway Gardens

The second target area, Westway Gardens, is located in the southwestern section of the city and includes "Westway Gardens," a 298-unit housing development. This area is not really a residential community, according to the Director of Urban Renewal, since industries are scattered throughout the entire area. The terrain is flat. Many of the houses in the area are old and in need of repair. To the South lies a cluster of homes considered a "rural pocket of poverty."[3] North of the "Westway Gardens" is an older section of single and double homes housing a high proportion of citizens of Hungarian origin.

In May 1970, "Westway Gardens" was studied by Mrs. Ruth Young, Director of the Westway Gardens Community Center. Her report provided information about the area for the Project. (See Appendix III.)

Like the Spring Hill area, Westway Gardens lacks shopping centers. The residents of Westway Gardens are isolated from the total community by the west branch of the Black River and the railroad, separating them from downtown Elyria. The 1960 Census showed a total population of 3,329 in the Westway Gardens area. Of this figure, 2,645 were white, 639 were black, and 45 were "other." As a whole, the neighborhood is integrated, although according to the Chief of Police, racial tension exists in one section. Westway Gardens cannot be considered a poverty or ghetto area in the sense that these terms apply to sections of larger cities.

Income

According to the 1960 Census, the median income in Spring Hill was $1,853 above the national median income; the median income in Westway Gardens was $228.00 below the national median income. Median income for Elyria was $829.00 above the national median income. (See Table 1, page 9.)

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[3]City Planning Associates, Inc., Community renewal program analysis. Report 2. (Mishawaka, Indiana: City Planning Associates, Inc., 1967), p.62.

TABLE 1

COMPARATIVE SOCIO-ECONOMIC CHARACTERISTICS

INCOME	U.S.	ELYRIA	SPRING HILL	WESTWAY GARDENS
Median Income--1959	$5,657	$6,486	$7,510	$5,429
OCCUPATIONS				
Male, Employed				
Professional Managers, technicians			30.7%	8.6%
White-collar Sales			10.5%	8.6%
Blue-collar Craftsmen, laborers			51.4%	63.9%
Other Mostly service workers			4.0%	12.5%
Not Reported			3.4%	6.4%
			100.0%	100.0%
Female, Employed				
Professional Managers, technicians			15.8%	15.2%
White-collar Sales			52.1%	6.1%
Blue-collar Craftsmen, laborers			12.4%	24.2%
Other Mostly service workers			13.2%	48.1%
Not Reported			6.5%	6.4%
			100.0%	100.0%
Educational achievement of Adults over 25 years of age: 1960 Median level	10.7%	11.3%	12.3%	9.0%

Source: 1960 Census

TABLE 1 (Continued)

COMPARATIVE SOCIO-ECONOMIC CHARACTERISTICS

AGE DISTRIBUTION	U.S.	ELYRIA	SPRING HILL	WESTWAY GARDENS
Pre School Ages			13.5%	18.6%
Children Ages 5 - 14			25.8%	21.3%
Young People 15 - 19			6.0%	5.8%
Adults Ages 20 - 64			48.6%	48.9%
Senior Citizens Ages 65 - over			6.1%	5.4%
			100.0%	100.0%

Source: 1960 Census

RACIAL COMPOSITION				
White			3,777	2,645
Negro			2	639
Other			1	45
			3,789	3,329

Source: 1960 Census

The 1970 Census figures (not available early in the Project) showed the median family income in Spring Hill was $501 above the national median family income, and that of Westway Gardens $2,877 below the national median family income. Median family income for Elyria was $653 below the national median family income. (See Table 2 below.)

TABLE 2

COMPARATIVE ECONOMIC CHARACTERISTICS

INCOME	U.S.	ELYRIA	SPRING HILL	WESTWAY GARDENS
Median Family Income-1969	$11,519	$10,866	$12,020	$8,642

Source: 1970 Census

The employment of women is a factor influencing the income of a household. In the Westway Gardens area, 19 percent of the women are employed either full time, part time, or seasonally; in the Spring Hill area, 35 percent of the women are employed either full time, part time, or seasonally.

Occupations

In the Spring Hill area, 51.4 percent of the males are employed in the "blue collar" job classification, with 41.2 percent in the professional and "white collar" categories. "Other" job classifications, mainly service workers, account for 4.0 percent, with 3.4 percent not reported. In the Westway Gardens area, 63.9 percent of the males are in the "blue collar" classification, and 17.2 percent in the professional and "white collar" classifications. "Other" job classifications include 12.5 percent of employed males, with 6.4 percent not reported.

Of the employed females in the Spring Hill area, 67.9 percent are in the professional and "white collar" occupations, and 12.4 percent in the "blue collar" classification. "Other" jobs, mainly service workers, account for 13.2 percent, and 6.5 percent were not reported. In the Westway Gardens area, 21.3 percent of employed females

are in the professional and "white collar" job classifications, and 24.2 percent in the "blue collar" classification. "Other" jobs account for 48.1 percent, with 6.4 percent not reported.

Education

Elyria is higher in educational achievement than United States as a whole. Spring Hill is one of the two areas in Elyria having the highest level of educational achievement with 1.6 years of education beyond the national average, and 1.0 years beyond the community average.

Westway Gardens rates 1.7 years below the national average and 2.3 years below the community average of educational achievement.

CHAPTER III

SELECTION OF LIBRARY REPRESENTATIVES

"All we need is an ear to listen, an eye to behold, a heart to feel."[4]

It was apparent that the success or failure of Project Aurora would rest with the abilities of the Library Representatives (called Neighborhood Workers in the Project proposal) to establish fruitful relationships with their patrons. The Library Representative would have to be an effective ambassador of the library's total services and, in some cases, the interpreter of the library's resources in terms of human needs. The Representative would serve as the intermediary between the professional staff and the patron. Only "one single unifying characteristic, an interest in helping people" was given in the proposal as criterion for the selection of the Representatives; other qualifications would "vary in order to determine the most effective background for future programs." (See Appendix I.)

Other qualities desired in the Representatives were:

- physical stamina
- verbal communication skill
- written communication skill
- emotional maturity "not necessarily in the sense of age"[5]
- confidence
- poise
- enthusiasm
- willingness to learn
- flexibility
- perseverance
- commitment

Candidates from educational levels were stipulated in the proposal: one college graduate, one two-year college graduate or with two years of college, and two high school graduates.

Some candidates were to be recruited from outside the target areas, and some directly from these neighborhoods. Both men and women were considered as applicants

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[4]Ginott, Haim. Between Parent and Child. (New York. Macmillan, 1965), p. 71.

[5]Chancellor, John, ed. Helping Adults to Learn. (Chicago. American Library Association, 1939), p. 19.

although the Project proposal referred to female workers only.

Part-time employment was also considered. It would have been highly desirable to have one staff member working in the late afternoons and evenings. Part-time employees, however, were not chosen because of the basic design of the in-service training program and the difficulty in scheduling staff meetings.

With the current rate of unemployment in the area, many applicants were available as the salaries offered were competitive with others in the community. A local employment agency supplied applicants, two of whom were chosen. In order to secure applicants from one of the target areas, Mrs. Ruth Young, Director of the Westway Gardens Community Center was asked to suggest applicants, two of whom were chosen.

Tests and interview patterns were designed by the Project Head to assist her in the selection of applicants. The standard application form for the Elyria Public Library was used to obtain the basic information about previous work experience and education. A brief test was designed to demonstrate written communication skills. The test supplied a basis for discussion during a second interview. A personality test was also included, but in the final selection the data from this test was not analyzed. (See Appendices IV, V, and VI.)

During the first interview, the candidates filled out the application and took the tests. The nature of the Project was explained at this time, and each applicant was given a copy of the Project proposal to study before the second interview. The Project Head suggested that each candidate prepare questions concerning the Project for the following interview.

The second interview determined the applicant's ability to establish interpersonal rapport. This conference consisted of three basic parts: 1) informal conversation between the Head and the candidate based on the information secured from the written tests and application; 2) discussion prompted by the candidate's questions about the Project (the thoughtfulness of the prepared questions indicated the degree of understanding of the Project); and 3) four additional questions asked by the Head:

Why do you think you would like this job?
Would you talk to all people in the same way?

Do you believe in intellectual freedom?
Can you reasonably promise to remain with the Project for two years? (It was felt that the best results for the Project could be obtained only if the same worker visited her patrons for the two-year period.)

The two applicants chosen for the Westway Gardens area lived in the area. One of those chosen had been employed in the Westway Gardens office and knew many neighborhood residents. Both applicants chosen for the Spring Hill area lived outside the area.

Educational requirements in the proposal were followed in selecting one four-year college graduate, one two-year college graduate, and two high school graduates.

Two of the Representatives chosen were in their twenties, one in her thirties, and one in her early fifties. One was black. All were married and three of the four had children. Three had previous working experience although not in a library situation.

CHAPTER IV

TRAINING OF LIBRARY REPRESENTATIVES

The training course for the Library Representatives was designed for eight hours per day over a period of six weeks, and had the following objectives:

to acquaint the Representatives with the total resources, services, and the role of the public library in meeting the needs of the community.

to enable the Representatives to clarify and analyze the patron's expressed needs and to be aware of unexpressed needs.

to provide opportunities for the Representatives to work with the library's public service staff gaining experience with routines and techniques.

to involve the Representatives in the final planning of the operational phase of the Project.

to introduce the Representatives to other community resources so that referrals could be made to these agencies if necessary.

Although the training did not follow the exact sequence outlined below, the following is an abstract of the areas of library interests and services covered during the training period:

I. INTRODUCTION TO THE PUBLIC LIBRARY'S RESOURCES AND SERVICES

A. Units of Instruction

1. Range of book and non-book materials offered by the Elyria Public Library to meet the needs of the community.
2. Function of the public library to disseminate ideas and information to all the citizens of the community.
3. Introduction to the book selection and organization of library materials so they may be accessible to patrons.

B. Implementation

1. Thorough tour of the Elyria Public Library including technical processing.
2. Film: "Hottest Spot in Town" and discussion.
3. Field trip to the Akron Public Library to view a larger system and its services.
4. Discussion of the objectives and methods of various outreach programs compared with Aurora.

II. INTRODUCTION TO THE COMMUNITY

A. Units of Instruction

1. Historical development and current changes that have shaped the community.
2. Sociological and economic factors that make up the characteristics of the community and its residents.
3. Specific details available on the target areas that would provide understanding of the needs and potential needs of its residents.

B. Implementation

1. Driving tour of the target areas with all Representatives.
2. Discussion based on the known factors and what they might mean in terms of patron reaction.

III. INTERVIEWING

A. Units of Instruction

1. Basic principles of interview techniques used in social work applied to interviewing of the patrons.
2. Formulation of questions that will draw the patron out without appearing to pry.
3. Setting the tenor of the interview to establish a basic rapport with the patron.

B. Implementation

1. Role-play situations among the Project staff members.

IV. READER'S ADVISORY TECHNIQUE

A. Units of Instruction

1. Reading guidance: a fundamental service offering individual assistance in the selection of meaningful materials.
2. Techniques of reading guidance interviews that help to determine the needs of the patron.
3. Introduction of materials to the reader.

B. Implementation

1. Film: "Library Art of Guidance."
2. Introduction of the books read by each Representative to the others.
3. Role-play situations.

V. REFERENCE SERVICES

A. Units of Instruction

1. Types of reference services offered by libraries.
2. Types of questions that are commonly asked of reference librarians.
3. Reference interview to determine the needs of the patron most efficiently.
4. Introduction to the basic reference sources.
5. Policies of reference service.
6. Government documents and interlibrary loan service offered by the Reference Department.

B. Implementation

1. Role-play situations.
2. Practice questions for which Representatives had to find the source of information plus doing more interviewing to determine the facts before proceeding.
3. Working with the reference staff to observe techniques and types of requests.

VI. ADULT LITERATURE

A. Units of Instruction

1. Introduction to all fields of knowledge pointing out some of the materials that meet human needs.

2. Judging the level of difficulty with the patron in mind.
3. Review of the best sellers and the most popular types of fiction read by the users of the Elyria Public Library.

B. Implementation

1. Going through the Dewey classification in the stacks pointing out types of materials and subject matter available.
2. Selecting books from different areas to share with the other Representatives, (i.e., cookbooks, travel, etc.).
3. Reading different types of fiction and non-fiction representative of popular reading--Gothic novels, biographies, non-fiction (subjects of their choice).

VII. YOUNG ADULT LITERATURE

A. Units of Instruction

1. Psychology of the young adult as it applies to his reading interest.
2. The young adult as a library user--differences in taste and motivation from the adult user.
3. Organization of services to young adults commonly found in public libraries to meet the needs of this age group and the relationship of the public schools.

B. Implementation

1. Reading and discussion of titles that are popular with young adults.
2. Film: "Dropout."
3. Musical and poetry programs for young adults, followed by a discussion of needs and interests.
4. Review of the titles that are popular with young adults and junior high students.

VIII. CHILDREN'S LITERATURE

A. Units of Instruction

1. A comprehensive review of the historical development of children's literature and current trends.

2. Language development and the emotional growth of the child.
3. Illustration of storytelling and its value.
4. New realism found in the junior novels.

B. Implementation

1. Series of lectures from visiting children's librarians.
2. Films: "The Pleasure Is Mutual," "The Lively Art of Picture Books."
3. Reading picture books.
4. Preparing a story for telling during home visits.

IX. SERVICES TO THE HANDICAPPED

A. Units of Instruction

1. Recognition and awareness of services offered to the handicapped patron.

B. Implementation

1. Field trip to the Division for the Blind and Physically Handicapped, Cleveland Public Library.
2. Accompanying librarians from the Cleveland Public Library on visits to homebound patrons.
3. Lecture by the Consultant, Library Service for the Handicapped, State Library of Ohio.

X. NON-PRINT MATERIALS

A. Units of Instruction

1. Introduction to the films available from the Elyria Public Library and other sources.
2. Introduction to a wide variety of recordings available to meet many needs and interests.

B. Implementation

1. Attending a preview meeting of the Northern Ohio Film Circuit.
2. Study of the film catalogs.
3. Browsing through the record collection and listening to recordings.

XI. ADMINISTRATION AND ORGANIZATION OF THE PUBLIC LIBRARY

A. Units of Instruction

1. Financial support of Ohio libraries.
2. Board of Trustees' role as policy making body.
3. Trends and developments in Ohio libraries that will help provide better service to all citizens.

B. Implementation

1. Attending the Ohio Library Association annual conference.
2. Lecture on support and administration.

XII. COMMUNITY AGENCIES

A. Units of Instruction

1. Services available to citizens for problems that cannot be solved by the use of library materials.
2. Scope, function, and limitation of agencies in Lorain County.
3. Recognition of problems and referral procedures.

B. Implementation

1. Visits to social agencies.
2. Nine week course, one night per week, sponsored by the United Community Services for Labor Union Counselors.

XIII. FINAL OPERATIONAL PLANNING AND PROCEDURE

A. Units of Instruction

1. Recognition of problems that might be encountered while visiting in homes.
2. Procedures and records that are to be kept.
3. Circulation procedures and policies that would affect the Project staff.

B. Implementation

1. Visit from the local Welcome Wagon hostess.
2. Working with the staff at the circulation desk.
3. Discussion of problems and possible solutions.

It was during an early training session that the "Neighborhood Workers" expressed concern over the social work connotation of their job title and suggested the title "Library Representatives." After discussion, the Project Head and the Library Director agreed that the suggested title was more descriptive of the workers' role in the Project, and from then on it replaced the title "Neighborhood Workers" used in the Project proposal.

The training program did not necessarily follow the order listed in the preceding outline. It was apparent after the first day that the Representatives did not respond well to a tightly structured schedule. Therefore, a typical day might include some practice reference questions, reading of children's books, discussion of the operational phases of the Project, or a short lecture on a particular area of library service.

Approximately an hour and a half of each working day was assigned as free reading time. Each Representative chose books from categories suggested by the Project Head and made an oral presentation to her colleagues as practice in the introduction of books to the patron. After the initial six-week training period, it was no longer necessary to schedule formal reading sessions since the Representatives were reading voluntarily at home.

Role-play situations were used to prepare the Representatives for possible patron encounters in the field, thus building confidence in presenting a simple but meaningful explanation of the Project and the library's resources. Role-playing also gave the Representatives practice in answering unanticipated questions and in handling unexpected situations. Enacting different roles assisted in developing techniques for the initial interview and for ascertaining specific patron requests for materials.

In-service training was a continuing phase of the Project. Following the experience of the basic training program, subsequent sessions were short and geared to actual situations. Project staff conferences were held daily with the Head when the Representatives shared experiences encountered in the field. The Project Head summarized for the Representatives the weekly library department heads' meetings to keep them informed about library policy changes and special programs.

New materials also were discussed and displayed at these staff conferences. New titles of popular interest were reviewed periodically by the Project Head and the Representatives shared patron's comments on specific titles.

Another aspect of the continuing training program was the Representatives' meetings with the Advisory Council. The Representatives shared the problems discovered in the field and described reactions to the Project. The perspective offered by the Council members helped the Representatives to understand the importance of failure as well as success in a research project. The meetings produced an exchange of ideas beneficial to both groups.

During Advisory Council meetings and staff conferences, the Representatives were encouraged by the Project Head to evaluate their roles in the Project and at these meetings the Representatives' growing awareness of the library's role in the community became evident. The Representatives continued to improve in their perception of the unexpressed needs of the patron as well as in their ability to evaluate the training program in relation to actual field experience.

CHAPTER V

REACHING THE CASELOAD

A publicity program was developed to achieve a positive response to the Project. The public needed a description of the Project as well as reassurance that the Project was not a service for which additional tax dollars or special fees would be collected. This publicity also introduced the Representatives to the community.

Good newspaper publicity was essential. The Project Head visited the Assistant Editor of the local newspaper to arrange the necessary news coverage. A general description of the Project was given with emphasis on its experimental nature and an explanation of why the particular areas were selected. The newspaper article appeared as a Sunday feature with maps of the target areas and a picture of the Representatives.

In addition to news releases, a direct mail approach was designed. A personal letter, a three-fold brochure (See Appendices VIII and IX), and a calling card of the appropriate Representative was sent to each resident in the target areas. It was hoped that these materials would reassure the patron about the legitimacy of the Project and provide him with sufficient background information to enable him to ask questions during the Representative's initial interview.

As the Representatives were compiling their mailing lists, inaccuracies were found in both the City Directory and the Criss-Cross Directory. Therefore, the telephone book was checked for all names listed in these sources. A list of residents in the Westway Gardens housing project was secured from the project office, but it was inaccurate owing to the mobility of the tenants. When a name could not be located in any of the above sources, the Representative personally delivered the letter and brochure and at that time set up an interview schedule.

Letters were mailed in groups of sixty with the hope that at least 40 people could be interviewed during a particular week. They were sent out by streets for efficiency and convenience.

At the Advisory Council meeting in September 1970, it was suggested that telephone calls be made to arrange

appointments for the initial interviews. Thereafter, each Representative spent four hours per week telephoning individuals to set up appointments for the following week. The telephone calls were made two or three days after the letters were mailed. Some people indicated they were not interested in having the Representative visit. Information about the reasons such people had was difficult to acquire, and it was impossible to explain the full range of library services to them. Of those who were reached by telephone and who scheduled interviews, over 99 percent kept their appointments.

The Representatives went directly to the houses of those people who could not be reached by telephone to make appointments. In most cases, the letters had been received. Many times it was not necessary to return for an appointment as the interview was conducted immediately. If the resident had not received the mailing introducing the Project concept, a copy was provided by the Representative.

After following the standard procedures, alternative means were devised to reach those not yet contacted. Help was sought from active patrons about the hours that their neighbors were most likely to be available. One patron gave a complete list of names and addresses of the families on a new street. Fliers were left at the doors asking individuals to call the library so that an appointment could be made. Only one person called, indicating that the initiative must come from the library. Efforts were made for Saturday contacts but many people were unavailable, and therefore results were not sufficiently successful to justify continuing such a schedule.

During the initial interview, the Representative briefly explained the Project and reviewed the range of materials available from the Elyria Public Library or through interlibrary loan. (See Appendix X.) Booklists and a few books were brought along as examples of available titles and if children were home the Representative often told them a story.

It was initially planned that the interviews should begin in December and be completed by the end of January. At the suggestion of the Representatives, it was decided to start the operational phase of the Project two weeks earlier in order to avoid the approaching holidays.

The Representatives found that they could complete between 30 to 40 initial interviews per week until Thanksgiving, when many people requested "call backs" after the holidays, thus increasing the Representatives' work load after Christmas.

Seasonal activities, part-time employment, and winter vacations cut sharply into the number of appointments and completed interviews. After December 16, 1970, return visits had to be made to those visited during the first week, thus further delaying completion of initial interviews. Owing to the early darkness, the Representatives hesitated to schedule evening appointments.

By April 15, 1971, 847 initial interviews were completed. Of the anticipated 1000 homes to be reached, 153 houses were eliminated because they were in high risk areas (as designated by the police), were vacant, the inhabitants had moved; the inhabitants did not respond or had not been available for two previously scheduled appointments or had requested a later call-back; or the house was inhabited by men only. (See Table 3, page 27.)

Mobility Rate

According to national statistics, 18 percent of the people over one year of age will move in a year. This figure was exceeded in the Westway Gardens area where the mobility rate was 35 percent in 1971. In her study of "Westway Gardens," Mrs. Young assumed that the low income families would remain there, but from 1970-1972, new low income housing units were opened, offering more attractive residences. The Spring Hill rate of mobility was approximately 15 percent.

In each target area, the caseload of the Representative was increased because of this mobility factor up to September 1971. With the resignation of one of the Representatives at this time, it was necessary to divide her caseload among the remaining three Representatives, making it no longer feasible to attempt to interview new families in the areas.

TABLE 3

REACHING THE CASELOAD-----APRIL 30, 1971

	A	P	S	W	NI	NS	MA	V	NR	M	CB
Westway Gardens*	245	18	4	5	96	1	13	3	27	21	9
Spring Hill	274	43	13	26	123	3	1	3	2	5	7

A - Active: Family wishes to be visited monthly by Library Representative.

P - Prefer to use: Family prefers to use the library independently.

S - Some member uses: Family generally has school age children using the library and is not interested in additional service.

W - Will call: Individual will call Project if he feels he needs service. Booklists and other materials will be sent to him.

NI - Not interested: Family has no interest in libraries or reading.

NS - No show: Individual has not kept two scheduled appointments.

MA - Men living alone

V - Vacant: Houses vacant from the beginning of the Project.

M - Moving

NR - No response

CB - Call back: Spring or summer call-back requested by individual.

* Fifty-eight homes were omitted because they were located in a high risk area.

CHAPTER VI

ANALYSIS OF THE INITIAL RESPONSE

The analysis of the initial response to library use in the target areas is based on 847 completed interviews conducted by the Representatives. The "user" in this analysis is defined as "a person who periodically during the year visits the public library and uses library resources." The "non-user" is defined as "a person who has not used the resources and/or facilities of the public library over an extended period of time, or one who has, due to changing personal circumstances, discontinued using the resources and/or facilities of the public library."

Of the 847 families interviewed, 498 or 58.8 percent considered themselves non-users, and 349 or 41.2 percent considered themselves users of the library.

Non-users offered a variety of reasons for not visiting the library, with several listing more than one reason, for a total of 509 replies to the question. Lack of interest in reading was given by 167 individuals interviewed; lack of transportation by 108; lack of time by 98; other sources of reading materials by 96. Alienation because of previous fines, illness, visual handicaps, and/or language difficulties were given by 40 of those interviewed as reasons for not visiting the library. (See Table 4, page 29.)

Sources other than the library for obtaining reading materials were friends with whom books were purchased or exchanged and/or book club memberships. Fifty-eight percent of the non-users interviewed considered magazines their primary source of reading materials.

Most of the non-users contacted were interested in the Representative's detailed explanation of the Project, but 219 families, or 44 percent did not wish to participate further in the Project. (See Table 5, page 30.)

TABLE 4

NON-USERS: REASONS FOR NOT VISITING THE LIBRARY

REASON	FAMILIES	PERCENTAGE
Lack of interest in reading	167	32.8
Lack of transportation	108	21.2
Lack of time	98	19.3
Other sources of reading materials	96	18.9
Fines and overdues	15	2.9
Illness	9	1.7
Visual handicaps	7	1.4
Language difficulties	7	1.4
Other	2	.4
	509	100.0

TABLE 5

NON-USERS' REASONS FOR NOT PARTICIPATING IN PROJECT

REASON	NO. OF FAMILIES	PERCENTAGE
Lack of interest in reading	101	46.1
Lack of time to read	72	32.9
Inconvenience of Representative's calling at home	27	12.3
Preference for continuing to purchase books	17	7.8
Other	2	.9
	219	100.0

The remaining 349 persons interviewed were already users of the Elyria Public Library. As new titles circulated on a 14-day loan from the library, and all other books circulated on a 28-day loan, these loan periods were reflected in the frequency of use as shown in Table 6, below.

TABLE 6

USERS' FREQUENCY OF LIBRARY USE

FREQUENCY	NO. OF FAMILIES	PERCENTAGE
Weekly	16	4.6
Biweekly	44	12.6
Monthly	169	48.4
Infrequently	120	34.4
	349	100.0

The majority of users interviewed, 65.3 percent, made no comments about the library, its services, or its resources. In general, the users reacted favorably to the Project but some criticisms were made of the library and/or its services. (See Table 7 below.)

TABLE 7

CRITICISMS OF THE LIBRARY AND/OR ITS SERVICES

CRITICISMS	NO. OF FAMILIES	PERCENTAGE OF USERS COMMENTING
Poor parking facilities	43	35.54
Disadvantage of building location	39	32.22
Weakness of book collection	26	21.49
Staff	11	9.10
Other	2	1.65
	121	100.00

The total participation in the Project consisted of 263 families or 52.8 percent of the non-users, and 256 families or 73.3 percent of the users. Individual caseloads for the Representatives varied at the conclusion of the initial interviews. Two of the Representatives had caseloads of 150 families, the third had 114 families, and the fourth had 105 families.

TABLE 8

PARTICIPATION AND NON-PARTICIPATION IN PROJECT AURORA

	TOTAL		USERS		NON-USERS	
	NO. OF FAMILIES	PERCENTAGE	NO. OF FAMILIES	PERCENTAGE	NO. OF FAMILIES	PERCENTAGE
Interviewed	847	100%	349	41.2%	498	58.8%
Participating	519	61.3%	256	73.3%	263	52.8%
Not interested	297	35.1%	78	22.5%	219	43.9%
Will call when interested	31	3.6%	15	4.2%	16	3.3%

CHAPTER VII

PATTERNS OF SERVICE

At the first meeting with prospective Aurora participants, the Library Representative explained that she would be making monthly visits to the home with library materials. Each interested family was visited on this monthly basis from December 1970 to June 1972. Since each Representative used her own car, a mileage allowance of eight cents per mile was paid to her from Project funds on a monthly basis.

In some cases the patron expressed a preferred time, and this was met by the Representative. In general, however, the return visits were seldom scheduled more precisely than "monthly."

Blank record books served as the diaries in which the Representatives recorded comments about materials or library service. Entries were made under the patron's name and often included his requests for materials. The diaries were reviewed by the Project Head on a monthly basis.

The Representative often told a story to children in the home during her initial visit, and storytelling or reading a story became part of the routine on subsequent visits.

The patron was encouraged to make specific title requests and to indicate areas of interest. Several of the patrons regularly called their Representative in advance of her visit to request special material. The patron could also accept the Representative's selection of materials.

The Project Head selected adult and juvenile books for the collection the Representatives took with them on home visits. The Representatives also made selections from the new books purchased through Project funds. These books were carried in the Representative's car in "Tote Boxes" ordered from a library supplier. Two patterns of collection-use were developed by the Representatives: the entire box of books was brought into the home so that the patron could browse through the collection to make a selection, or the Representative selected a few books she

thought the patron might like. Books not selected after several days of home visiting were returned to the library by the Representative.

The collection of books taken on home visits was charged out to the Project on the Elyria Public Library's photographic system. When the patron made his selection of materials, the Representative listed the titles on a 3x5 card headed with the patron's name, address, and phone number. Each Representative handled all charging and discharging of books for her individual patrons. On her return to the library, the Representative filed the 3x5 cards in her own file under the "return visit" date. Books charged out to the patron were then picked up by the Representative on her next monthly visit and returned to the library.

Special materials requested by the patron and urgently needed were mailed to the patron as soon as the library staff could fill the request. Such materials were either picked up by the Representative on her following visit or returned by mail to the library. Popular titles on reserve were charged out for a seven-day loan period and mailed to the patron with a request to return promptly by mail. A mailing label and return postage were included in the Jiffy bag for the patron's convenience.

Booklists issued by the library and brochures announcing library programs were distributed by the Representatives during their visit. Film catalogs were available to the patron and audio-visual materials were promoted.

If the Representative became aware of the need, she suggested large print books or the Talking Book Service from the Division for the Blind and Physically Handicapped, Cleveland Public Library. The patron interested in this Talking Book Service filled out the required form which was then certified by the Library Director. The form was forwarded to the Cleveland Public Library where the service was handled in the routine manner.

Aurora patrons were encouraged by the Representatives to visit the Elyria Public Library in order to acquaint themselves with the library and to select from a wider selection of materials. The Advisory Council recommended that an "Open House" be held for Aurora patrons in Spring 1971, but this suggestion was not carried through. A later suggestion was to assign each Representative a specific day to remain in the library, inviting her patrons

to visit the library on that day. Near the conclusion of the Project, each Representative invited her patrons individually to the library for a tour and an introduction to the Elyria Public Library staff. None of the Aurora patrons accepted this invitation.

CHAPTER VIII

FINDINGS OF THE PROJECT

Information was gathered from several sources in order to determine the cost and the results of the caseload technique. Changes in the behavior of the patrons of Project Aurora were noted monthly by the Representatives. The effect of the Project on the patron's use of the library was determined by a questionnaire distributed during the late months of Aurora. In addition, because of their involvement and observation, the Advisory Council members attempted an overall evaluation of the Project.

Behavioral Changes in Project Participants

Based on the information gathered by the Representatives during the initial interview, the Advisory Council suggested a number of observable behavior patterns as benchmarks against which to note any changes in reading and library use. The behavioral changes or lack of change were noted on a monthly basis by the Representatives beginning in January 1971 or from the date of the patron's entry into the Project.

Behavioral changes noted from the time of point of entry in the program of people who had previously been non-users are found in Table 9 and those of the library users in Table 10, pages 37 and 38.

In the previous non-user group, behavior patterns, such as showing an awareness of titles and booklists, discussing materials with the Representative, exhibiting a variety of interests, and requesting informational materials, all showed an increase from the beginning to the end of the Project. These increases lend significance to the decrease of 39.9 percent in requests for "books by categories only" (such as novels, biographies, religion, black history, et cetera) and of 38.4 percent in requests for "materials for children only." The patron's increasing awareness of his special reading interests and of a fuller spectrum of available materials became noticeable, for example, when requests for "books by categories only" decreased. The actual number of requests for children's materials remained stable throughout the Project, so that the percentage decrease in these requests again reflected the patron's broadening interests in adult materials.

TABLE 9

PREVIOUS NON-USERS BEHAVIORAL CHANGES

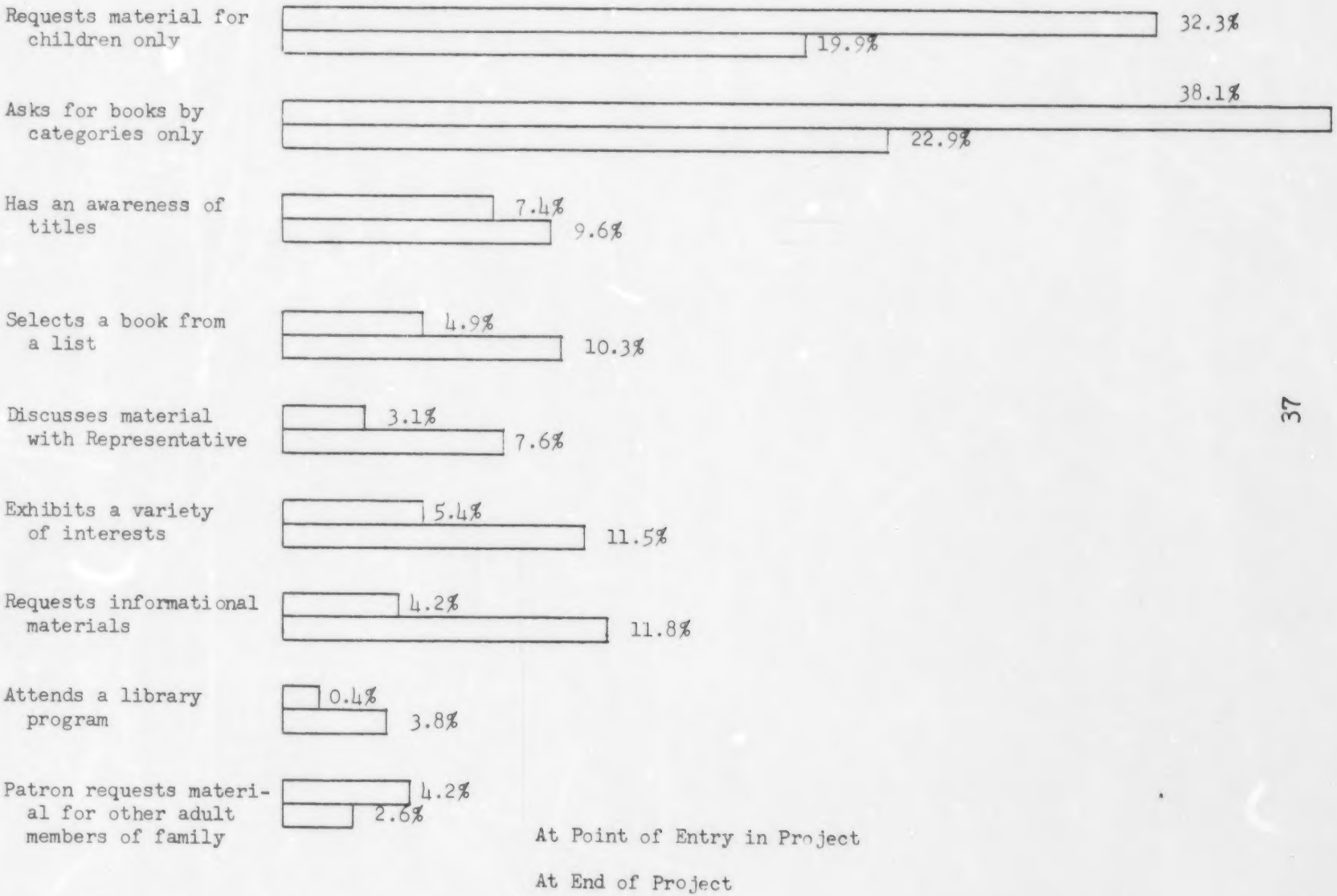
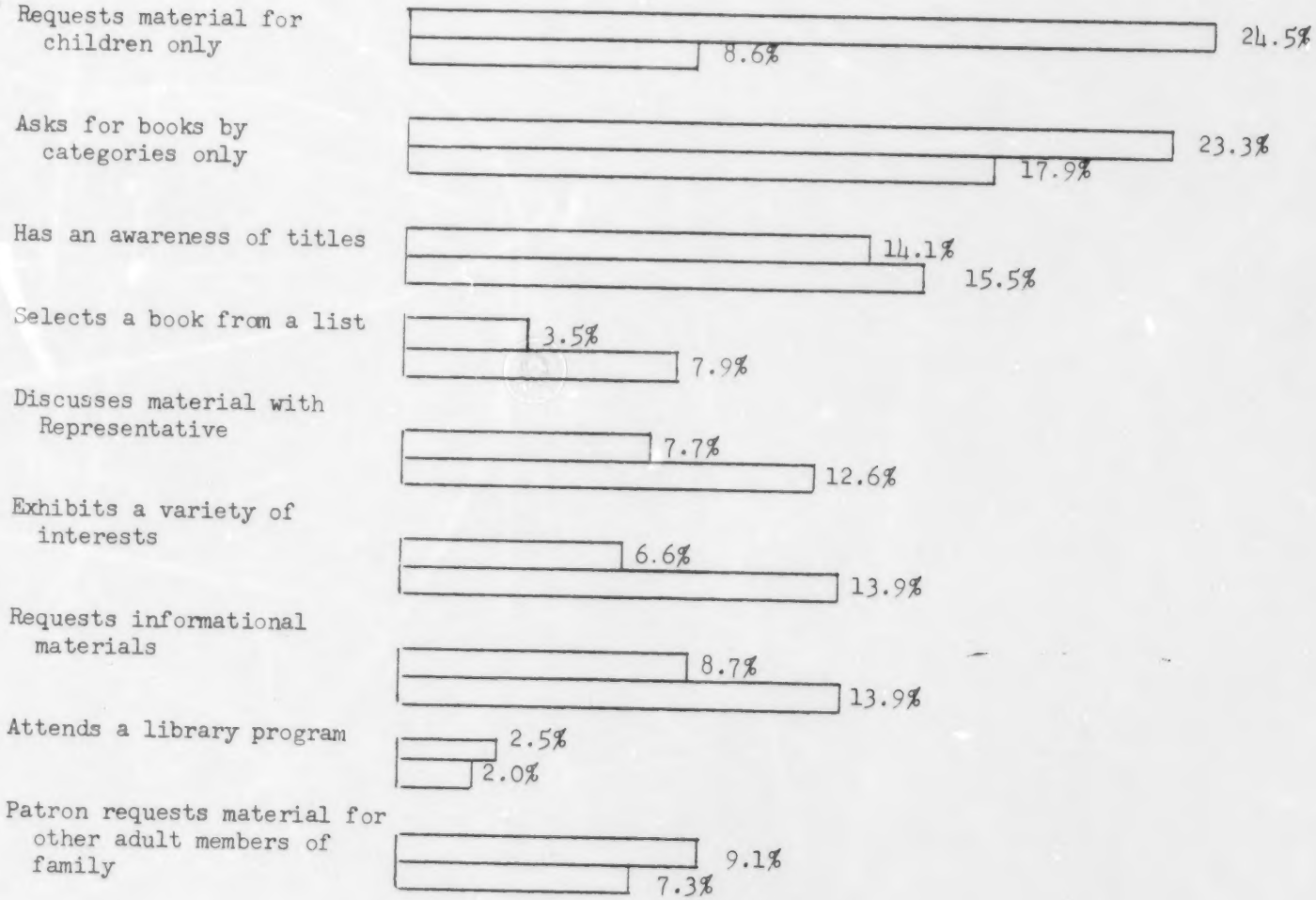


TABLE 10

USERS BEHAVIORAL CHANGES



As the Representative's visits to homes progressed, requests were made by the patron for "materials for another adult member of the family." After several requests, a folder was made for the second member of the family and records were kept on his behavior patterns. The 38.1 percent decrease in this category in the previous non-user group reflected this procedure.

During the Project, 8 percent of the previous non-users reported they had independently visited the library. When the previous non-user made this report, his folder was marked with a red metal tag to indicate this major change. Of the 8 percent, 1.5 percent indicated they did not wish to have the Representative make further home visits.

In the user group, the behavior patterns were comparable to those found in the previous non-user group. The percentage of users requesting "material for children only" and for "books by categories only" decreased 64.9 percent and 23.1 percent respectively during the two-year period of the Project. Again, the number of requests for children's materials remained steady, but requests for adult materials increased.

The category "patron requests material for another adult member of the family" also showed a decrease in the user group, again because of the Project procedure in starting an additional folder for a second member of the family. All other behavior patterns in this group showed an increase with the exception of the category "attends a library program."

The Representative, with her knowledge of the patron's expressed needs and interests, often was able to expand his interests with the introduction of materials. The Representative's choice of materials from the collection she carried with her was accepted by 85 percent of the total caseload patrons. In 20 percent of the caseload families, it was the child who enjoyed making a personal selection of books. Only 2 percent of the adults seemed to enjoy this type of selection.

Few Aurora patrons requested books reviewed in the local newspaper, but an author's appearance on television would promote request for his books. Between visits from the Representatives, neighbors often borrowed or lent books among themselves. A book particularly enjoyed by a patron often influenced the Representative's promotion of that title with other patrons.

Individual Use of the Library

A questionnaire (see pages 46-47) was distributed to Aurora patrons in March and April 1972 to aid in evaluating how effectively the Project had influenced individual use of the library. There were 207 returns to the 410 questionnaires distributed. Since some patrons marked more than one choice in a given question, the base number for these replies had been noted in the text and on the questionnaire.

There were 426 replies to the question, "What do you enjoy most about the service?," with 167 replies showing "convenience" and 115 showing "personal service." Many patrons in Project Aurora frequently expressed appreciation of the personal interest each Representative showed in her selection of materials for the patron. While the Representative's interest in the individual was valid, it needed to be controlled. Personal and family problems were perhaps more freely discussed by the patron in the home situation than they would have been in a library situation. The Representative, on the other hand, had to be cautious of over-concern for individuals and to learn to avoid personal discussions when possible.

Over a two-year period, Representatives placed five Talking Book machines in homes as a result of information gained by personal contact. Two of these machines were short-term loans, one for three months, one for several weeks. The personal contact also alerted the Representatives to supply materials for retarded children whose existence had been unknown to the library, and to discover specific vocational needs that could be met with library materials.

Along with the obvious advantages of convenience and personal service, Aurora had obvious disadvantages for the patron, i.e., the range of service offered and its limited selection of materials. However, 90.4 percent of the respondents stated they found the service satisfactory for home and family needs.

An increased knowledge of the library and its resources was indicated by 86 percent of the 207 respondents. In spite of this, direct library use by Aurora patrons declined 5.8 percent during the Project. Only 55.6 percent of the respondents stated that they expected to visit the library at the conclusion of the Project. The service offered to the patron by the Project often created individual dependence on the Representative rather than independent library use by the patron.

To the Aurora patron, service to children was an important part of the Project. Of the 329 respondents to the question, 41.4 percent stated that they requested materials for children through the service. A further question brought forth comments from some respondents that they were reluctant to bring small children to the library for fear the children would create a disturbance. Several others stated the children were not permitted to visit the library without adult supervision en route because of traffic.

Lack of public transportation in the community placed some genuine limitations on accessibility of the library. In Question #2, 38 percent, or 101 of the 295 respondents to the question gave "lack of transportation" as the reason for their participation in the Project. In Question #8, "Do you expect to visit the library at the conclusion of the Project?" 56.5 percent, or 61 of the 108 "no" responses gave lack of transportation as the reason.

The term "functional homebound" was suggested by the Advisory Council to denote in particular mothers who, lacking either private or public transportation, find themselves homebound because of small children. These mothers, as well as other members of their families, may be deprived of library resources. Although only a few families studied in Project Aurora came into this category, their needs should be reflected in a library's service to a total community.

Financial Considerations

During the two years of its duration, the Project invested a total of $16,034.75 in books which were turned over to the Elyria Public Library at the conclusion of the Project. Equipment (two desks and two chairs, a typewriter, one four- and two two-drawer metal filing cabinets, a metal two-shelf book truck, an adding machine, and a folding machine) costing $1630.18, was also turned over to the library. Aurora funds paid for 17.1 percent of an electric mimeograph machine, with Elyria Public Library contributing 82.9 percent of the cost.

Salaries consumed the largest portion of the budget, with $67,182.92 spent directly for personnel, and $6,052.44 for Ohio Public Employees Retirement System (PERS). The training given to the Representatives, their experience in the field, and the contacts they made with

patrons during the two-year Project gave them special value as potential staff members of the Elyria Public Library. However, no plans were made for integrating Project personnel in the regular staff at the termination of Project Aurora.

For the period ending June 1971, the circulation count for the Project was 3,527. From July 1971 to May 1972, the count increased to 8,624, making a total two-year circulation of 12,151. Based on the two-year budget of $99,030.00, and excluding processing costs, this is approximately $8.15 cost-per-book circulation.

Evaluation of the Project

The strengths and weaknesses of Project Aurora were reviewed by the Advisory Council in order to evaluate the program and to assist those who would wish to adapt the caseload method. The conclusions of the Advisory Council follow.

Strengths

1. The originality of the concept as an alternative means of extension.

2. The two-year test period, providing ample time to evaluate and make future recommendations.

3. The calendar, allowing sufficient lead time for planning and for in-service training.

4. The range of people selected for the study.

5. The involvement of community leaders not only in the securing of data, but also in the recommendation of employees.

6. The benchmarks set up at the outset of the Project to judge its effectiveness with individuals and families.

7. The diaries kept by the Representatives, the reading records, and the development charts providing data on what happened to the individual in these situations.

8. The selection, training, and in-service training of the Library Representatives, producing workers who were the greatest asset of the Project.

9. The involvement of the Library Representatives with the planning of the operation of the Project.

10. The participation of the Library Representatives in the Advisory Council meetings, giving them added involvement, and the Council members an opportunity to advise on specific problems.

11. Identification of the "functionally homebound" as a group needing library service.

12. Impetus given to the program by the positive response of the patrons.

13. Availability of funds for materials in the Project budget. (The inclusion of funds for materials in the Project budget was debatable at the outset. It was felt that the library should adjust its purchases to meet the needs of the patrons reached by the Project. With hindsight, the inclusion of materials in the budget proved necessary to strengthen the collection in some areas, to purchase duplicate copies, and to replace older titles, since the library's materials budget was small.)

Weaknesses

1. The fact that the Board of Trustees and the library staff were not involved in the original planning of the Project.

2. The failure to insure the enthusiastic support of the Board of Trustees and the library staff before the Project began.

3. Lack of commitment of the Board of Trustees to the aims of the Project.

4. Insufficient involvement of the library staff in the in-service training program of the Library Representatives.

5. Setting of Project salaries well above the level of salaries of library staff doing comparable work with no explanation concerning the experimental nature of the Project and the Representative's use of her own car.

6. The homogeneity of the membership of the Advisory Council which did not include younger members, local people, black people, or males. (Two men were originally appointed. One was unable to attend meetings, and the other resigned under pressure of other business after the first year.)

7. Confusion of priorities. (The Representatives often ranked "continuing service to the patrons" above "patron achievement" as indicated by the benchmarks. As a result, the direct service was so desirable that patrons actually had little motivation to take the initiative to seek library service independently.)

8. Inability to test the use of men as Library Representatives.

9. Inability to test the effectiveness of service in the evening hours as part of the regular service pattern.

10. Failure to anticipate problems encountered by the Representatives during the holiday season.

Conclusion

Findings from Project Aurora research have significance for public libraries and their extension programs. Research on the caseload technique was needed, and Project Aurora has shown the prohibitive cost of this technique. It has shown that personal interest in the needs of an individual is important to the individual and is appreciated by him. It has shown that previously used methods (programs, publicity, et cetera) had not reached all segments of the community.

Aurora has also shown that although the library must assume the initiative in patron contacts, many families in a community are not interested in the library or in reading. In spite of the convenience of the service, 219 families or 44 percent of the 498 acknowledged non-users contacted did not wish to participate in the Project. Lack of interest in reading was given by 46.1 percent of the 219 respondents, and lack of time to read by 32.9 percent. Of the previous non-user group participating in the Project, 8 percent independently used the library during the Project.

Project Aurora has demonstrated that the majority of patrons were willing to sacrifice access to a wide variety of materials for convenience of service. By the same token, it has shown that convenience of service can create dependency on this service rather than increase the individual's independent use of the library. Aurora has also demonstrated the need for some type of library service to outlying areas in a community lacking public transportation.

The responsibility for extended library service for the community now rests with the Elyria Public Library.

TABLE 11

PROJECT AURORA

RESPONSE TO THE FINAL QUESTIONNAIRE

1. Had you visited the Elyria Public Library before Project Aurora? (Base: 207 replies)

Yes 58% No 41.5% No Response .5%

If yes, please check

5% Weekly 17.5% Monthly 4.2% Other

4.2% Biweekly 64.1% Infrequently 5% No Response

2. Why did you take part in the Project? (Base: 295 replies)

38.0% Lack of transportation to the library

17.2% Curiosity about experiment

4.4% Felt obligated to the Representative

38.0% Opportunity to read books

2.4% Other

3. For what reason (s) have you usually requested materials? (Base: 329 replies)

10.6% To follow a hobby

39.8% To read for pleasure

41.4% To obtain books for children

7.9% Other

.3% No response

4. Do you request informational materials? (Base: 207 replies)

Yes 52.2% No 35.3% No Response 12.5%

If yes, please check (Base: 181 replies)

37.0% For personal use 5.0% Your job

8.85% For committee or club 9.4% A course

8.85% Other 30.9% Home and family needs

5. What do you enjoy most about the service? (Base: 426 replies)

39.2% Convenience

27.0% Personal service

13.8% Regularity

17.4% Variety of materials selected for you

2.6% Other

6. Do you feel you have learned more about the library and its resources? (Base: 207 replies)

Yes 86% No 13.5% No Response .5%

7. Have you visited the library since the beginning of the Project? (Base: 207 replies)

Yes 52.2% No 46.8% No Response 1.0%

8. Do you expect to visit the library at the conclusion of the Project? (Base: 207 replies)

Yes 55.6% No 40.6% No Response 3.8%

If no, please check reason or reasons (Base: 108 replies)

56.5% Problems of transportation (includes distance, parking, no car)

33.3% Lack of time

4.6% Not interested in using the library

5.6% Other

9. Is this type of service satisfactory for your personal and family library needs? (Base: 207 replies)

Yes 90.4% No 7.2% No Response 1.9% Uncertain .5%

CHAPTER IX

AN ALTERNATIVE SUGGESTION

With few exceptions, Project Aurora contacted every individual in a given area (a time consuming effort), and provided service to all who desired it. An alternative suggestion would be to interview as many people as possible in all areas of the city to determine whether they are users or non-users and then to provide direct service where it is needed.

Eligibility for direct service would depend on these priorities:

1. Those who lack transportation.

2. Those who are ill or homebound for a variety of reasons.

3. Non-users who need an introduction and stimulation to use library resources.

Following the schedule of interviews, each Representative would be assigned work in the library for eight hours per week. Non-users identified in the interviews would be informed of the Representative's schedule and encouraged to deal directly with him as the person already known to them.

After completion of the interviews, a schedule of personal visits to patrons in the three priority groups mentioned above would be set up on a three-month basis. The Representative would contact these patrons by telephone or mail during the months when they were not personally visited.

Requests for materials would be turned over to the professional staff for selection. Those materials requested in months between personal visits would be mailed or delivered by volunteers.

The special staff would be scheduled as follows:

16 hours per week for personal visits

16 hours per week for work with staff and communication by telephone with patrons

8 hours per week for work as part of the public service staff in the library

To obtain the maximum effectiveness of the program, a book catalog would be desirable for use by patrons who cannot visit the library.

APPENDIX I

ORIGINAL PROPOSAL

A Project submitted under Title I

Library Services and Construction Act

A. IDENTIFICATION OF THE APPLICANT

Elyria Public Library
320 Washington Avenue
Elyria, Ohio 44035

B. PURPOSE OF THE PROJECT

The purpose of the project will be to test a method of providing library service to the community on an individual basis, and to achieve it with greater economy and more effectiveness than conventional methods of extension, outreach and decentralization. The project is also designed to test methods of interagency cooperation in public service.

The hypothesis to be tested is whether or not library staff will be able to provide more meaningful service if they are assigned a specific case load in a community. If service is more effective on this basis, its cost can then be weighed against traditional methods of branch and bookmobile extension.

The city in which the project will be tested, Elyria, contains 53,000 people. It has seven wards which approximate very closely the neighborhoods into which the city is divided. One of these wards will be used as the basis for the test project, while the remaining wards will serve as control. Neighborhood workers will be selected, tested, hired and trained, and will be assigned a caseload of approximately 250 families each. The ward selected will contain a cross-section economic and social composition: lower economic class, minority group families, middle economic class, and upper middle and upper economic class families. The project is designed for an expanded program the second year of operation to include two other wards. Neighborhood workers in the ward will be supervised by a project leader. Training of the community workers will emphasize information resources, not only available in the library, but those available from other community service agencies, both public and private. The neighborhood workers will receive introductory training in children's, adult and young adult literature, reference and readers advisory assistance, but the emphasis shall be on using the professional

staff of the library as support. Whenever requests for assistance are obtained beyond the scope of the neighborhood worker, she will be trained to make referral to the appropriate staff member. Orientation will also be arranged with all community service agencies, such as Family Service, Welfare, Social Security, Health, Education and law enforcement. The neighborhood workers will be equipped to make referral to those agencies when the need becomes apparent, and before it is too late for the special services of those agencies to be effective. A continuous in-service training program will be maintained on new materials and services which the library has, and various changes in programs and policies of the community service agencies.

The qualifications of neighborhood workers will vary, in order to determine the most effective background for future programs. Some workers will be recruited directly from the neighborhood section they will serve, others will be recruited from outside the district. Some will be selected whose background most closely matches individuals with whom they will work. Others will have a differing background. It is intended that the workers will have only one single unifying characteristic, an interest in helping people, and they will write the textbook on the most effective methods of achieving that end. The major advantage they will have over any previous library program is that they will have a much greater opportunity to work with individuals on a truly individual basis, to learn specific needs, and to use the library as the means of meeting those needs.

HOW WILL THIS PROJECT DIFFER FROM OTHER PROJECTS AND EXISTING PROGRAMS

Extension of public library service at the present time is accomplished traditionally by branch libraries or bookmobile service. The disadvantage of branch library service is that it requires massive duplication of collections, services and physical plant. Very frequently experience proves that many branch libraries are too small to give effective service. Their hours, staff, services, and collection are inadequate to meet the need. Consolidation of units into regional libraries is a compromise which often raises the same barriers of time, distance and convenience which face the central library. Selecting the location of the branch library is also a problem, for neighborhoods are in constant change. Construction of a freeway can radically alter the use of a branch and a poorly used branch can represent a continuing financial drain on a library system. Terminating a poorly utilized branch is often blocked by political realities, or sometimes a heavy investment necessitates maintaining the operation despite its disuse.

Extension can also be achieved with bookmobiles in lightly populated parts of the community, or in neighborhoods which are experiencing rapid change. But the limitations of the branch library in terms of the collection, service, hours and program are even more pronounced with bookmobiles. While bookmobiles have the advantage of mobility, thereby eliminating the problem of being anchored in changing neighborhoods, their very mobility is a disadvantage and a frustration for the user whose need for a library may not be arranged quite like the bookmobile schedule.

Another alternative to branches and bookmobiles has been a mail delivery system. The San Antonio Public Library most recently tested this. Patrons could telephone the library and books would be mailed directly to their home. They could also be returned by mail. This type of service has some limitations, for not every patron knows exactly which book he wants, or what books might provide a suitable substitute. While some counseling can be achieved by telephone, staff will lack sufficient knowledge of the individual and his needs to do a meaningful job. The patron who has a thirst to read everything the library receives on a particular subject still has no alternative but to periodically visit the library to see what is on the shelf.

The community worker program of the Brooklyn Public Library is another attempt at extension, and one of the most dramatic to date. Variations of the same method were tried at High John. Individuals were sent out into the community, primarily underprivileged areas, in an attempt to make more persons aware of what the library had, and to attract more persons to make use of it. This project is a step beyond those programs. The philosophy will not be necessarily one which will attempt to get people to the library. The project will be focused on the individual. Community workers will learn what the individual needs, and get it for him.

From the standpoint of traditional library philosophy, the project should further professionalize it. The librarian is a specialist in matching the resources in his collection to the individual. But under our existing service philosophies he lacks the time to know either his resources or the individual he serves. To use a comparison, the physician is a specialist in applying medical science and resources to aid the individual. How effective a job would he be doing if he sat at a desk in a public building and attempted to help the thousands of people

who would be using it each day. It would be ideal to have sufficient professional librarians to have the same relationship the physician has with his patient, for then library service could begin to have meaning. But only business or industry can afford service on that basis.

A case load of 250 families in a community to each professional librarian would be too expensive for society to support, but it may well be able to support a neighborhood worker to deal with simple problems, and utilize the librarian's special skills for the more complex matters. Medicine is reaching a similar conclusion. It is reaching the point where society cannot afford to support medical practice on the basis it has in the past. Physicians are exploring the possibility of utilizing medical technicians to handle simple diagnosis and medication, and handling the more difficult cases themselves. Much of the basic data they would need in helping the patient would already have been gathered by the technician. This project would seek to use the community worker as such a technician, and thereby allow the professional librarian to be more effective in his specialty.

The neighborhood information center project initiated by the Enoch Pratt Library in Baltimore is another program of outreach or extension, involving the establishment of vest-pocket libraries in store fronts, and staffed by individuals from the neighborhoods where the centers are located. If this method is successful, it will be interesting to determine whether the cause of that success will be because the mini-libraries were placed within convenient access of more individuals, or because the staff was able to work with people in the neighborhood on an individual basis. The difference between that program and the one proposed is that there will be no branch or mini-libraries established. Community workers will concentrate on individuals and their needs, not administering small replicas of the main library.

C. DESCRIPTION OF THE PROJECT

A simplified PERT chart is enclosed showing the development of the project. A set of job descriptions and a matrix showing the organizational structure of the project is also enclosed. (Appendices 1, 2, and 3.)

At the start of the project, an advisory committee would be appointed consisting of a representative from the State Library of Ohio, the Ohio Library Association, the American Library

Association, Kent State University Department of Library Science and Case Western Reserve University Department of Library Science. Provision is made in the budget to reimburse the members of the council for their travel expenses.

Narrative explanation: A professional librarian will be hired as the head of the project, who will be responsible for daily operation. The project leader will develop selection criteria and testing methods for the neighborhood workers, provide public information on the nature of the project in order to prepare the community for it, open relations with community agencies, prepare the training sequence and program and establish the operative mechanics for the project (procedures manuals, pay and expenses, evaluative refinements). The neighborhoods which most closely meet the project criteria will be selected and studied in depth to determine sociometric factors which will be used in training the neighborhood workers, and in evaluating the effectiveness of the project. Neighborhood workers will be selected and then trained in basic library fields involving public service: children's, young adult and adult literature and reference, library organization and reader's advisory service techniques, interviewing and other areas the project leader will determine necessary for the success of the project. Representatives of the various community agencies will also be called in to provide orientation on the programs and service of their agencies, and referral procedures.

Following their training, the community workers will be assigned to their case-loads. Instruction by the project leader will be given on methodology for the operative segment of the project. Each neighborhood worker will maintain a record of basic information on her cases, and the nature of the assistance she provides. This information will be centrally stored and used by the library's professional staff for referrals when they are received from the neighborhood workers. Since each worker's hours will vary, depending on when she could be in contact with her clients, a daily diary will also be maintained on her activities. These will be turned in monthly for evaluation by the project leader.

In the operative stage, each neighborhood worker will first visit each family in her area and introduce herself, explain the purpose of the project and acquire sufficient information necessary for her to provide assistance. To avoid any suspicion or possible antagonism, at the outset this information will primarily be limited to size of family, names, ages of children, if any, and the nature of the family's individual interests.

As the neighborhood worker becomes more familiar with the family and gains greater rapport, it is hoped she can acquire additional data which might be of use in meeting individual needs. All case records would be maintained on a confidential basis. Requests for specific information would be relayed directly to the library by the case-worker. Materials requested by individuals would be dropped off by the neighborhood worker, and allowed to remain until the neighborhood worker's next visit. Difficult questions or requests would be referred by the neighborhood worker directly to the appropriate library staff member, who would confer with the neighborhood worker, review the data acquired by the worker, and if necessary, contact the individual directly to satisfy the request. Where questions of a type which could be better answered by another community agency are obtained by the neighborhood worker, they would be referred directly.

No fixed schedule of visits by the community workers would be established, since some cases, such as the invalid, might require a larger share of time than others. But it is anticipated that the neighborhood worker will be in touch with each family or individual at least once a month.

The project leader will schedule meetings on a regular basis, and supervise the neighborhood workers to determine where particular problems are arising, and make necessary modifications. Since the neighborhood workers will be spending their time working with people, office facilities will not be provided for them. They will meet with the project leader at regular intervals, and of course, be using the library and its staff and facilities on a continuing basis to keep the community workers advised on new materials, resources, and policy changes. The project leader will be monitoring the daily diaries, spot checking to determine irregularities and developing a handbook on effective techniques in community work of this nature. Periodic surveys will also be mailed to determine individual satisfaction or dissatisfaction with the program. Narrative, statistical and financial reports will be prepared monthly by the project head, and these will later be combined into a preliminary report at the end of the first year. Provision is made to allow expansion of the project to two other wards in the second year. Should this be approved, team leaders will be appointed to supervise the staff serving each ward, and additional case workers appointed. Their training would then follow the pattern developed during the project's first year.

Final evaluation will be made at the end of the second year, and a final report written.

The project advisory committee will be meeting on a regular schedule to evaluate the project and determine where additional improvement can be made.

D. DURATION OF THE PROJECT:

a. It is estimated that the project will take two years to complete. Six months will be required to do the requisite selection, testing, training, and research, and to develop precise operating criteria. Another six months will be required before the neighborhood workers are familiar with their clientele. The second year will be the operational one.

b. Starting date of the project would be July 1, 1970. Termination of the project and final report would be June 30, 1972.

d. Projected timetable:

July, 1970	Appointment of project leader and advisory committee.
August, 1970	Preparation of community. Selection of neighborhoods. Preparation of criteria for selection of neighborhood workers. Lesson plans prepared. Tests designed.
September, 1970	Testing and selection of neighborhood workers. Orient community agencies for project. Preparation of project procedures manual. Study selected neighborhoods to obtain necessary sociometric data.
October, 1970	Training of neighborhood workers commences. To run six weeks in duration. To include instruction in library resources and community agency orientation.

Mid-November, 1970	Case loads assigned. Project leader provides orientation on project procedures.
January, 1971	Project operation initiated, with all neighborhood workers having visited each family.
June, 1971	Preliminary report, first year's operation.
July, 1971 - June, 1972	Fully operational year. Continuous in-service training during this period. Mail spot-check surveys.
June, 1972	Final survey of clientele on effectiveness of method. Preparation of final report.

E. RELATIONSHIP OF THE PROJECT TO STANDARDS OF LIBRARY SERVICE, AND THE ABILITY OF THE APPLICANT LIBRARY TO MAINTAIN PROGRAMS INITIATED.

Standards for public library systems, published by the ALA, call for all public libraries to maintain a continuing program to extend library service out to the community. This project will allow a library which does not already have extension programs in terms of branch or bookmobile service to explore an alternative means of service, and to determine its effectiveness and true cost.

Guidelines for ALSO's which have been issued on a preliminary basis as part of Ohio's Library Development Plan, call for extension planning and provision. This proposal will test a fresh method of achieving extension service, and be useful on a national basis as comparison.

In terms of specific factors of library standards, each neighborhood worker will be assigned approximately 250 families. Standards suggest staffing in public libraries at one (1) staff member per 2,000 population. The average family size in Elyria according to the last Census is 3.6 persons, which would bring the case load to very close to 1,000 per neighborhood worker. The project would determine whether this standard is satisfactory for this individualized a service, and whether it can be expanded to 2,000.

If extension service by community worker proves effective, it will provide the basis for the Elyria Public Library's service program in the future, in place of building branches, as population and funds increase. Finally survey will determine whether the community would approve support for this sort of service.

F. DESCRIPTION OF JOINT PLANNING, AND COORDINATION WITH SERVICES OF OTHER LIBRARIES IN THE COUNTY.

The seven separate library systems in Lorain County meet every month to discuss mutual needs and cooperative programs. While this project does not involve the other libraries, it will be fully explained. Results from the project will be of benefit to all libraries which serve communities where extension is of concern. The information gained from the research project will be publicized.

PROJECT AURORA
BUDGET
July 1970-June 1971

INCOME:
Library Services and construction Act $45,000

EXPENDITURES:

Salaries and wages	$33,180[1]
Books	2,000
Equipment	1,000[2]
PERS	3,300
Office Supplies, postage	2,000
Travel expense	3,000
Contingency	520
TOTAL	$45,000

[1]Project Head (OLA Grade Libn. III) 12 mos. @ $12,880/yr.

4 Neighborhood Workers:

2 High Sch. grad.	10 mos. @	4,500/yr.
1 2 yr. grad.	10 mos. @	5,000/yr.
1 college grad.	10 mos. @	6,000/yr.
Project Secretary	12 mos. @	3,600/yr.

[2]Equipment

2 desks (1 std., 1 secy.)
2 chairs
2 file cabinets

[3]Travel expense calculated at $.08 per mile.

SECOND YEAR BUDGET (July 1971-June 1972)

	LSCA
Salaries and Wages	$100,370[1]
Books	14,130
PERS	10,000
Travel Expenses	4,500
Office supplies postage	3,000[2]
Equipment	1,000[3]
Contract and open order	
Utilities	
TOTAL	$128,870

1 Includes 12 month year for all project staff with increment for second year staff members.

1 Project Head @	$13,380
3 Team Leaders @	7,380
12 Neighborhood Workers:	
2 HS grads. @	4,750
4 HS grads. @	4,500
1-2 yr. col @	5,250
2-2 yr. col @	5,000
1 col. grad @	6,250
2 col. grad @	6,000
1 Project Sec'y @	3,850

2 Includes cost of publishing report.

3 Includes 3 desks and 3 chairs for team leader.

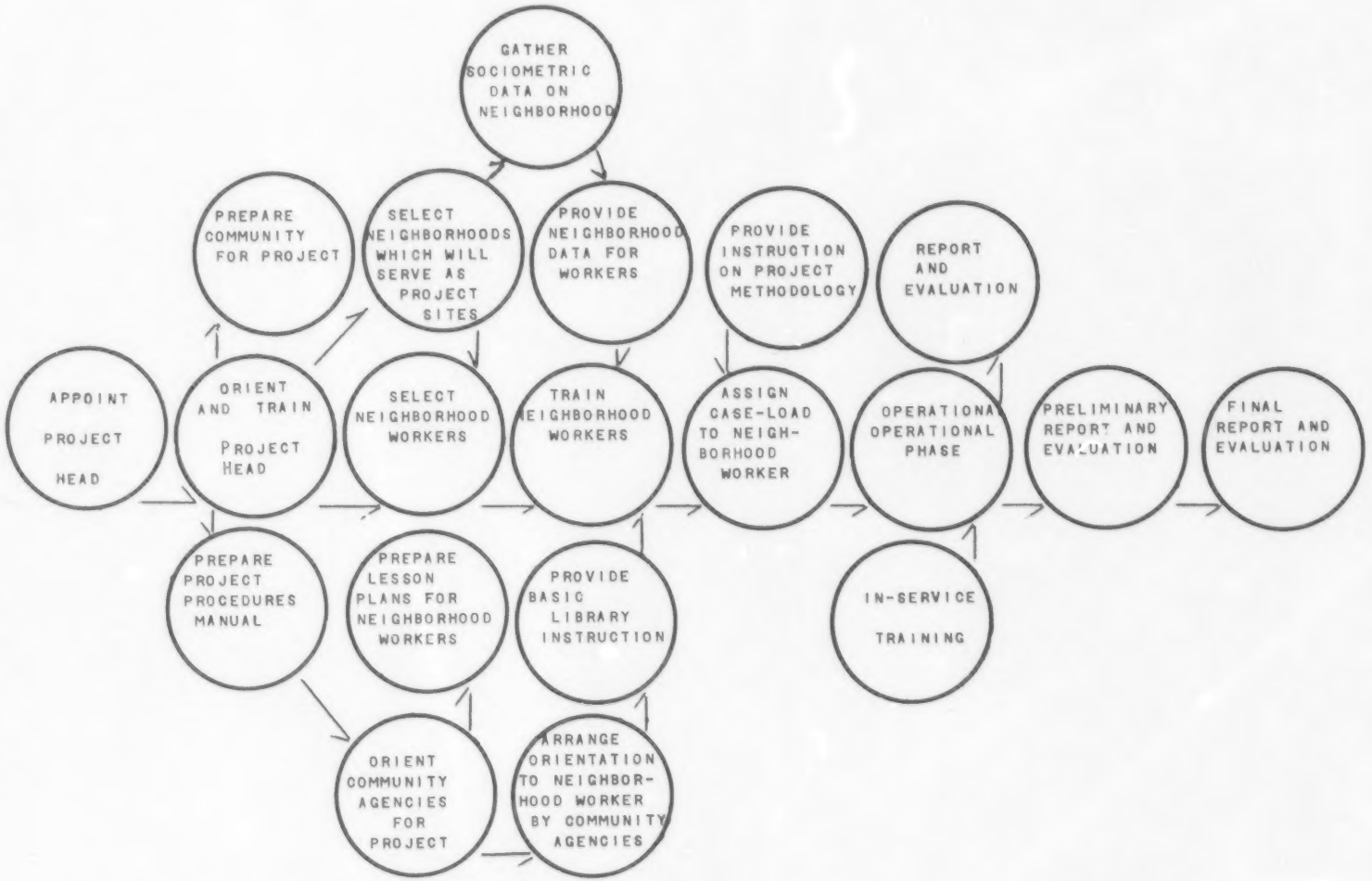
H. PLANS FOR FISCAL AND NARRATIVE REPORTS:

Financial reports on the project will be prepared monthly and annually. Narrative reports will be prepared at the end of the first year of operation, and a final report will be published at the end of the second year, together with findings, recommendations and survey results. It is also anticipated that progress reports will be periodically issued to the library press on various facets of the project, such as techniques which proved particularly effective or ineffective.

Respectfully submitted by:

Donald J. Sager, Head
Administrative Services
Elyria Public Library
320 Washington Avenue
Elyria, Ohio 44035

Appendix 1 Project Development PERT Chart


GATHER SOCIOMETRIC DATA ON NEIGHBORHOOD
PREPARE COMMUNITY FOR PROJECT
SELECT NEIGHBORHOODS WHICH WILL SERVE AS PROJECT SITES
PROVIDE NEIGHBORHOOD DATA FOR WORKERS
PROVIDE INSTRUCTION ON PROJECT METHODOLOGY
REPORT AND EVALUATION
APPOINT PROJECT HEAD
ORIENT AND TRAIN PROJECT HEAD
SELECT NEIGHBORHOOD WORKERS
TRAIN NEIGHBORHOOD WORKERS
ASSIGN CASE-LOAD TO NEIGHBORHOOD WORKER
OPERATIONAL OPERATIONAL PHASE
PRELIMINARY REPORT AND EVALUATION
FINAL REPORT AND EVALUATION
PREPARE PROJECT PROCEDURES MANUAL
PREPARE LESSON PLANS FOR NEIGHBORHOOD WORKERS
PROVIDE BASIC LIBRARY INSTRUCTION
IN-SERVICE TRAINING
ORIENT COMMUNITY AGENCIES FOR PROJECT
ARRANGE ORIENTATION TO NEIGHBORHOOD WORKER BY COMMUNITY AGENCIES
JULY 1970
JAN.1971
JUNE 1971
JUNE 1972

Appendix 2

Project Job Descriptions

PROJECT GRADE III — PROJECT HEAD: Qualifications: M.S. in L.S., together with several years of public library experience. Creativity and flexibility are requirements. Duties: Responsibility to carry out all details of the project necessary for its completion: select, train and supervise team leaders, delegate tasks required by the project proposal, handle financial reports, develop project procedures manual, prepare reports, handle public relations activities, and other duties which may be required. Reports to: Head, Administrative Services, Elyria Public Library. Pay: First year qualifies at Grade III Librarian, OLA Recommended Pay Scale ($12,880). Second year ($13,380). Benefits: PERS, one month vacation, group Blue Cross-Blue Shield (self-contributing), 15 days sick leave per year.

PROJECT GRADE II — TEAM LEADER: Qualifications: B.S. or B.A. in sociology, psychology, social work or other social sciences, no experience. Flexibility required. Duties: Responsibility to carry out details of the project as delegated by the Project Head. Select, train and supervise neighborhood workers in team (4-5), evaluate reports and daily diaries, aid neighborhood workers in working with clientele, study neighborhood from sociometric view, aid in organizing neighborhood groups where necessary for local improvement, coordinate activities in neighborhoods with community agencies, maintain in-service training activities, and work directly with more difficult cases. Reports to: Project Head. Pay: First year qualifies for pre-professional, OLA Recommended Pay Scale ($7,380). Benefits: PERS, two weeks vacation, group Blue Cross-Blue Shield (self-contributing), 15 days sick leave per year.

PROJECT GRADE I — NEIGHBORHOOD WORKER: Qualifications: to vary depending on selection criteria finally established by Project Head after sociometric study of neighborhood selected. It is assumed all will have high school diplomas, some will have some college training, and some will be college graduates. Only requirements will be intelligence, sensitivity, and an interest in people. Some individuals

Appendix 2 - continued -

PROJECT GRADE I (cont'd) will be recruited directly from the neighborhood they will serve. Duties: Responsibilities as delegated by the team leaders. Visit each family in their case load area, obtain sufficient data to provide basic assistance to individuals, using the library as a primary resource. Make referrals to appropriate community service agencies when required. Obtain a basic knowledge of library resources, and community agencies, learn and understand community in which they will work. Reports to: Team Leader. Pay: High School grad. (First year, $4,500, second year $4,750). With 2 years of college (First year $5,000, second year, $5,250). With College degree (first year $6,000, second year, $6,250). Benefits: PERS, one week vacation first year; two weeks second year. Group Blue Cross-Blue Shield (self-contributing), 15 days sick leave per year.

PROJECT SECRETARY SECRETARY: Qualifications: Satisfactory typing and basic office skills. High School graduate. Neat. Duties: Typing, filing, mimeographing, and other office skills as directed by needs of project. Pay: $3,600 first year; $3,850 second year. Benefits: PERS, one week vacation first year; two weeks vacation second year. Group Blue Cross-Blue Shield (self-contributing), 15 days sick leave per year.

Appendix 3

Project Organization Chart

Supportive Functions
Y
Staff Development (part-time Adm. Service)
Public Relations (part-time Adm. Service)
Building & Grounds 1 Bldg supr. 1 matron
Clerical office 1 Sec'y, 1 proj. Sec'y
Tech. Processes 1 Libn II, 1 Clerk II, 2 Clerk I
Adm. Services 1 Libn IV 1 Proj. Grade III
X
Public Service Functions
Extension Dept. 3 Proj. Grade II, 12 Proj, Grade I
Audio-Visual Dept., 1 Libn I, 1 1/2 Clerk I
Readers Adviser, 1 Libn I
Children's Dept., 1 Libn II, 1 1/2 Libn I
Reference Dept., 1 Libn II, 1 1/2 Libn I
Circulation Dept., 1 Libn III, 1 Clerk II, 5 Clerk I, 5 pages

APPENDIX II

BUDGET

Amended Budget 1970-1971

A - 1	Professional Personnel	$27,617.45
A - 2	Clerical Personnel	3,600.24
B - 1	Library Administration Office	1,807.90
C - 3	Travel	1,561.42
D - 4	PERS	2,809.75
E - 1	Books	6,260.07
F - 4	Equipment and Furnishings	1,437.13
	TOTAL	$45,093.96

$93.96 Paid by local funds
1.31 Refunded to State Library

Amended Budget 1971-1972

A - 1	Professional Personnel	$32,129.93
A - 2	Clerical Personnel	3,835.30
B - 1	Library Administrative Office	2,595.76
C - 3	Travel	2,229.52
D - 4	PERS	3,242.69
D - 5	Deductions by County Auditor	149.25
E - 1	Books	9,774.68
F - 4	Equipment	193.05
	TOTAL	$54,150.18

1971-72 Budget increased $120.18

APPENDIX III

CHARACTERISTICS OF WESTWAY GARDENS NEIGHBORHOOD*

On January 7, 1970, the USC office received a request for financial assistance from the residents of Westway Gardens, formerly known as Ely Village. Since erection, the development has changed hands several times and was, at the time of the last change of ownership, considered for public housing.

Composed of three hundred 2- and 3-bedroom units in duplexes on 5 streets, the area is isolated from the rest of the town by railroad tracks on the east, Infirmary Road on the south, extensive fields to Murray Ridge Road to the west and on the north exiting to American Standard. The Lorain County Detention Home, former Lorain County Farm, and the County Health Department are near neighbors. There are no stores or churches closer than West River Street, and, of course, no public transportation. The development is integrated.

Tenants by middle and low income renters, in the past several years a neighborhood council functioned in a duplex provided rent free by the development owners. It was staffed by an OEO worker and other expenses were met by OEO. Although a full time project was written for funding, it was never submitted. In the summer of 1969, OEO withdrew any support, feeling there were not enough low income families there to qualify the total area for OEO funding.

The owner continued to offer one unit of the duplex rent free. Two Baptist ministers, Rev. Elroy Holt of Chestnut Ridge Baptist Church and Rev. Maurice Mosley of College Heights Baptist Church, assumed responsibility for payment of utilities and in turn conduct Sunday School and Church services in the building. Residents helped raise money for back utility bills and tried to keep some program going. When "stop-gap" measures also faltered, an appeal was made to UCS.

Mr. Kirby, in a meeting with Mr. Craig, Director OEO, clarified their position that this area was not eligible for OEO funds. No resources were available there, and the request was then referred to Neighborhood House Association of Lorain County Incorporated to evaluate and report.

* Report reprinted by permission of Mrs. Ruth Young.

On February 16, 1970, a meeting was called at the Westway Gardens center, 1126 Barbara Street. Trustees and Advisory committee members from the Elyria Neighborhood Center, both Baptist ministers, and some of the Westway Council met. The needs of the area were discussed, but the necessity of a census of families and their interests was quickly seen. Some evaluation of the leadership potential in Westway was also needed. Central Services of Neighborhood House Assn. of Lorain County hired Mrs. Ruth Young (former OEO worker for the area) to gather the necessary information. We have completed the interviews and are offering this data and our recommendations.

* * * * * *

Westway Gardens, if filled with one family in every unit would have a total of 298 families, since one unit is used for the project office and one by the center.

Twenty-one units were empty or the tenants could not be found home after several attempts. Four families refused to be interviewed. In the remaining 273 units, we found 283 families, and our information is on them. Racially the area is integrated, having 165 white families one of whom is Puerto Rican, 117 Negro families, and 1 American Indian family.

The breakdown on ages and size of families follows. These are largely young families with most children between three and twelve, and eighteen born so far this year. These figures are low. In the additional 25 homes not tabulated, we can assume approximately forty adults and fifty children reside.

Although 57 homes have no children in them, the average per family is 2.3 children. All units are 2 and 3 bedroom units, but 18 homes have 6 or more children in them.

STREETS	ADULTS	CHN.
Allen	31	30
Barbara	120	150
Garden	163	232
Infirmary	28	22
Melvyn	183	232
TOTAL	525	640

TABLE I

AGES OF CHILDREN	
Less than 1 year	18
1 to 2 yrs.	50
2 to 3 yrs.	51
3 to 4 yrs.	46
4 to 5 yrs.	49
5 to 6 yrs.	51
6 to 7 yrs.	46
7 to 8 yrs.	48
8 to 9 yrs.	35
9 to 10 yrs.	28
10 to 11 yrs.	43
11 to 12 yrs.	22
12 to 13 yrs.	35
13 to 14 yrs.	26
14 to 15 yrs.	22
15 to 16 yrs.	22
16 to 17 yrs.	19
17 to 18 yrs.	19
18 to 19 yrs.	8
19 to 20 yrs.	2
TOTAL CHILDREN	640

TABLE II

FAMILY SIZES	
Adults in home	525
Children in home	
0	57
1	48
2	61
3	53
4	30
5	16
6	11
7	5
8	1
9	0
10	1
TOTAL FAMILIES	283

TABLE III

In considering the premanency of residents, we have tabulated the length of time the families interviewed have lived in the development and also in Elyria. Although we recognize the difficulty in predicting neighborhood stability, we asked each family if they were planning to move. Of 283 replies--33 said "YES" and 250 said "NO."

Length of residence in Gardens	
Less than 3 months	25
Three months	19
Six months	24
One year	52
Two years	41
Three years	44
Four years	30
Five years	21
Six years	14
Seven years	5
Eight years	1
Nine years	1
Ten years	2
Eleven years	1
Twelve years	0
Thirteen years	1
Fourteen years	0
Fifteen years	1
Unknown	1
TOTAL FAMILIES	283

TABLE IV

Length of residence in Elyria	
Less than 3 months	7
Three months	6
Six months	15
One year	33
Two years	26
Three years	37
Four years	16
Five years	24
Six years	12
Seven years	6
Eight years	6
Nine years	2
Ten years	6
Eleven years	1
Twelve years	2
Thirteen years	5
Fourteen years	2
Fifteen years	5
Sixteen years	4
Nineteen years	2
Twenty years	3
Lifetime	63
TOTAL FAMILIES	283

TABLE V

In evaluating employment and income the struggle to "make ends meet" is apparent. Twenty-three men and nineteen women are presently seeking work. In 55 households, both spouses are employed full-time. In seven additional households, the housewife is employed full-time and her husband is currently unemployed.

Of 283 families, 32 have no male head. Thirty-nine families have no one employed. Of these 9 are single persons, two adults attending college, three retired, and four on unemployment insurance. Of the remaining 23 families without income twelve have 5 or more children. Twenty-eight families are on ADC and fourteen receive social security. Several are on both programs because of the size of the family.

ADULTS WORKING IN FAMILY

No. in family	0	1	2	Total
1	9	14	--	23
2	6	21	13	40
3	4	33	11	48
4	6	39	15	60
5	2	37	9	48
6	4	17	8	29
7	-	10	5	15
8	4	6	3	13
9	2	1	2	5
10	1	--	--	1
11	-	--	--	--
12	1	--	--	1
TOTAL	39	178	66	283

TABLE VI

A review of incomes rounds out the picture of our families. Many of the incomes reported as above $7,000 are families where two adults are gainfully employed. The balance of that group are highly skilled or professional people just getting started on a career. In no case did we find more than two persons working even though there were one or two additional adults (over 18 and not in school) in the household. The unemployment figure for the "heads of the house" is 7%.

The following table relates income to family size. In some cases the income figure is overly optimstic, not taking lay offs into consideration. We believe most households earning $7,000 or more will move on, probably to become homeowners. Those within the so called "poverty" level will largely remain. The remaining hundred or so will provide the "balance wheel" between the two extremes and a large part of the neighborhood leadership.

HOUSEHOLD SIZE

Number in family	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yearly Income below 1,600	11												11
1,600 - 2,100		9	2	3									14
2,100 - 2,600					1								6
2,600 - 3,300	4	4	6	7	5	5		4					35
3,300 - 3,900	1	1			7	2	2	1	2			1	17
3,900 - 4,400			1	3	1	6	1						12
4,400 - 4,900				2		1	1	1	1				6
4,900 - 5,400	5	4	11	12	15	3	7	1	2				60
5,400 - 5,900	1	2	3	2	4				1	(poverty line)			13
5,900 - 6,400				1	1		1						3
6,400 - 6,900			2	1	1			1					5
6,900 - over	3	16	21	20	17	12	9	3					101
TOTAL	25	36	51	51	52	29	21	11	6			1	283

TABLE VII

Eighty-one of 283 families are below poverty level as indicated by the heavy line diagonally across the chart. All figures above the line are within the poverty group at present standards.

Income is, of course, related to occupations and in Table VIII, we have listed the field of employment for men and women. Both include some highly skilled or professional occupations. The bulk, however, are unskilled. Important in each listing of jobs are the number of unemployed.

OCCUPATIONS - MEN	
23	Unemployed
26	Machinists
8	Inspectors, foremen
68	Factory--assembly/general labor
14	Factory--skilled machine work
7	Construction--skilled trades
32	Construction--unskilled trades
7	(Service Fields)--TV repair, etc.
2	Business-supervisor or manager
1	Business-salesman, clerk
10	(Steel mill/foundry)--skilled jobs
19	(Steel mill/foundry)--general labor
6	Maintenance men
8	Truck drivers/heavy machinery optrs.
2	Students
1	Military service
4	Retired
6	Civil service
224	TOTAL

OCCUPATIONS - WOMEN	
19	Unemployed
1	Factory--inspector
6	Factory--unskilled
2	Teachers
2	Teachers aides
2	Secretary--skilled office
2	Practical nurses
3	Other hospital--unskilled
4	Retail store
8	Food preparation/service
5	Cleaning and laundry
3	Retired
57	TOTAL

TABLE VIII

HOUSEHOLD COMPOSITION

20	Single, unmarried
33	Married--no children
193	Married with children
32	Children and mother
2	Children and father
3	Retired
283	TOTAL

TABLE IX

RELIGIOUS AFFILIATION

Baptist	105	Church of the Open Door	8
Roman Catholic	22	Westway Gardens Mission	9
Methodist	13	Holiness Church	3
Church of God	13	Salvation Army	3
Assembly of God	2	7th Day Adventist	3
Lutheran	7	Christian Church	3
Jehovah Witness	3	Church of the Brethern	1
Nazarene	1	Unknown	4
Pentecostal	4	None	74
Apostolic	3		--
Episcopal	2		--
		TOTAL	283

TABLE X

SUMMARY

This, in general characteristics, is a picture of the residents of Westway Gardens. The area is not outstanding in delinquency or adult crime statistics. It has the usual number of handicaps among the children, physical and mental. It has an unusually high incidence of tuberculosis, and the mobile x-ray unit was disappointed at the low number of residents who turned out for x-rays in early June.

It is a healthy neighborhood, largely made up of young, hard-working families, some of whom will better themselves and leave the development to be replaced by others "starting-out." Some will not leave, but remain to raise their children in the area. The area is an integrated one--more so than any other part of Elyria.

Of those interviewed, all were keenly aware of their isolation from the rest of the city. Every family felt there should be a center, especially for the children. At present the small children play largely in the streets, creating grave concern. Several persons suggested scout troops are needed. Pre-school program and day care was urged especially by working mothers. Previously the YWCA has offered an outreach program on Saturday for women interested in sewing and knitting. A continued interest in such activities was expressed. Little league baseball has enrolled 60 boys in their program.

Other "needs" not focused on recreation were: better maintenance on the units, better and more attractive yard care, public transportation, a neighborhood center, a church, a laundromat, and better dog control.

At our request, the old neighborhood council was reactivated to help in planning. Their initial concerns were a playground and the air pollution from a nearby plant. It was recommended that they discuss both matters with their councilman. They did so, and then followed through with attendance at a public meeting on the pollution problem and a conference with Mr. Hoagland on recreation. They also actively participated in the Clean-Up Drive organized by the Elyria Chamber of Commerce. The local TORCH group painted part of the unit used as a center.

The council has good leadership potential, is anxious for suggestions, but also fearful of disappointments. They are reluctant to trust anyone and bitter over what they feel was a betrayal, when the center they had anticipated was not forthcoming. In view of their isolation, this is understandable.

APPENDIX IV

ELYRIA PUBLIC LIBRARY
APPLICATION FOR EMPLOYMENT

Date_____ Position Desired_____

1. NAME:
Mr.__Mrs.__Miss__ _____
LAST FIRST MIDDLE

2. ADDRESS:
_____
Number Street City State Zip Code

Telephone _____ Other Phone_____
(Where you may be reached during the day)

3. BIRTH:
Date_____ Place_____ Age last birthday___
Mo. Day Yr. City State or Country

4. DESCRIPTION:
Height__Ft.__In. Weight___Lbs. Color of Hair____Color of Eyes_____

5. MARITAL STATUS:
Single___Divorced___
Married__Separated__
Widowed___

DEPENDENTS:
Children _____
Husband or wife ____No. Ages
Other _____
No. Ages

6. HEALTH
Do you have any physical defects or disabilities? Yes____No____

If yes, explain_____
To what extent is this handicap in your work?

Do you now have, or have you ever had, any mental or nervous disorders? Yes__No__

If yes, explain_____
Give date (s) Nature of Disorder (s)

7. TRANSPORTATION:
Public____
Own Car___

Operator's License No._____
Chauffeur's License No._____

8. ARREST RECORD:
Have you ever been arrested? (Other than minor traffic violations) Yes__ No__

If yes, give date and charge | Arresting authority | Outcome

9. INTERESTS AND ACTIVITIES:
List special interests, talents, hobbies_____

Check library organization affiliations: ALA___ OLA___ Other_____

10. EDUCATION:

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12
Name of school_____ Address_____
Date of leaving_____ Did you graduate? Yes___ No___

Colleges or Universities Attended	Attendance From Mo. Yr.	To Mo. Yr.	Semester Units	Degree and Year	Major Subjects
Name_____					
Address_____					
Name_____					
Address_____					

11. WORK HISTORY: List all jobs you have held in the last ten years. Put your present or most recent job first. Use additional sheet if necessary.

DATE Month & Year	EMPLOYER Name and Address	OCCUPATION Your Title & Duties	NAME OF SUPERVISOR REASON FOR LEAVING
From_____ To_____			
Total Yrs.___ Mos.___ From_____ To_____		Salary_____	
Total Yrs.___ Mos.___ From_____ To_____		Salary_____	
Total Yrs.___ Mos.___		Salary_____	

Have you ever been discharged or forced to resign? Yes___ No___
If yes, explain

May we contact your present employer? Yes___ No_____
If no, explain

12. PERSONAL REFERENCES: List three who are not related to you.

NAME	ADDRESS	OCCUPATION	PHONE NO.

13. ACCIDENT INFORMATION: Give name of person to be notified in case of emergency.

NAME	ADDRESS	OCCUPATION	PHONE NO.

Give any additional information you consider applicable to the position you are seeking: _____

I certify that the information I have supplied is true and correct to the best of my knowledge and belief.

_____
Applicant's Signature

APPENDIX V

WRITTEN TEST FOR NEIGHBORHOOD WORKERS

QUESTIONS FOR NEIGHBORHOOD WORKERS

Answer the following questions to the best of your ability. There are no right or wrong answers in the second section.

1. What magazines and newspapers do you read regularly?

2. Your favorite type of recreational reading.

3. How often do you use the library?

4. What television programs do you watch regularly?

The following questions should be answered as briefly as possible.

1. Can you remember a librarian who helped you either with an assignment or a personal problem, (no name or place is necessary). Describe the problem and describe the actions of the librarian you remember.

2. Name three books by title that have influenced your attitudes or thinking. If you cannot remember the title describe the book in two sentences.

3. What do you think are the major problems facing American Public Libraries?

4. How would you describe the ideal librarian? Be as specific as possible.

5. What was your favorite course in college or high school? Why?

APPENDIX VI

PERSONALITY INVENTORY

Please mark in the first column those traits you think you possess and in the second column those other people think you possess.

	Trait	Those you think you have	Those others think you have
1.	Enthusiastic	1.	1.
2.	Realistic	2.	2.
3.	Persuasive	3.	3.
4.	Curiosity	4.	4.
5.	Friendly	5.	5.
6.	Emotional	6.	6.
7.	Snobbish	7.	7.
8.	Scientific	8.	8.
9.	Superior	9.	9.
10.	Original	10.	10.
11.	Inventive	11.	11.
12.	Reflective	12.	12.
13.	Aesthetic	13.	13.
14.	Perserverant	14.	14.
15.	Talkative	15.	15.
16.	Sociable	16.	16.
17.	Self-confident	17.	17.

Trait		Those you think you have	Those others think you have
18.	Daring	18.	18.
19.	Excitable	19.	19.
20.	Impatient	20.	20.
21.	Restless	21.	21.
22.	Shrewd	22.	22.
23.	Shy	23.	23.
24.	Outspoken	24.	24.
25.	Cheerful	25.	25.

APPENDIX VII

TRAINING OF REPRESENTATIVES

TEXTS AND PAMPHLETS

Copies of the following publications were given to the Representatives for study and reference:

American Library Association. Library Services to the Exceptional Child. Chicago: American Library Association, 1970.

Arbuthnot, May. Children's Books Too Good to Miss. 5th ed. Cleveland: Western Reserve University Press, 1966.

Barton, Mary. Reference Books; a Brief Guide. Baltimore: Enoch Pratt Free Library, 1970.

Selected chapters were used from the following sources:

Edwards, Margaret. Fair Garden and the Swarm of Beasts. New York: Hawthorne Books, Inc., 1969.

Garrett, Annette. Interviewing; Its Principles and Methods. New York: Family Welfare Association, 1942.

Haines, Helen. Living With Books. New York: Columbia University Press, 1935.

Hutchins, Margaret. Introduction to Reference Work. Chicago: American Library Association, 1944.

Lyman, Helen. Art of Reading Guidance. Madison: University of Wisconsin, Madison, Wisconsin, 1965.

AUDIO-VISUAL MATERIALS

"The Drop Out." 16mm, color, sound, 27 minutes, 1961. International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois, 60604.

"The Hottest Spot in Town." 16mm, color, sound, 29 minutes, 1968. Calvin Productions, 1104 Truman Road, Kansas City, Missouri, 64106.

"Library Art of Guidance." 16mm, bl/wh, sound, 8 minutes. University of Wisconsin, Bureau of Audio-Visual Instruction, Box 2093, Madison, Wisconsin.

"The Lively Art of Picture Books." 16mm, color, sound, 57 minutes. Weston Woods Studios, Weston, Connecticut, 06990.

"The Pleasure Is Mutual." 16mm, color, sound, 24 minutes. Connecticut Films, 6 Cobble Hill Road, Westport, Connecticut, 06880.

APPENDIX VIII

EXPLANATORY LETTER TO POTENTIAL PROJECT PARTICIPANTS

Elyria Public Library

320 WASHINGTON AVENUE - ELYRIA, OHIO

November 11, 1971

Elyria Public Library has been granted a Federal Project, Aurora, which will enable the library to extend its resources on a door-to-door basis in selected areas. Due to the limitations of the funds, only 1,000 families are receiving this service which began November 1970.

A Library Representative will call you for an appointment during the coming week. The nature of the Project is outlined in the enclosed brochure; any questions you have concerning the Project will be answered by your Representative on her visit.

Your participation in Project Aurora will not only provide you with materials, but enable the library to improve service to all residents of Elyria. It is hoped that this research and experimental Project will contribute to the growth and development of library service throughout the nation.

Sincerely yours,

Joan Schmutzler
Head, Project Aurora

Enclosure

JS:bjp

APPENDIX IX

BROCHURE

BOARD OF TRUSTEES

Mrs. J. Clare George, President

Mr. L. R. Barr, Vice-President

Mrs. William Custar, Secretary

Mr. James Brown, Jr.

Mr. A. T. Rosenau

ADVISORY COUNCIL - PROJECT AURORA

Dr. Sidney Jackson, Kent State University

Mr. John Philip, State Library of Ohio

Mrs. Marian Steffens, Ohio Library Association

Miss Dorothy Sinclair, Case Western Reserve University

Miss Ruth Warncke, American Library Association

Mr. Donald Sager, ex officio

PAMPHLETS Providing condensed, practical information on every subject from child care to starting a new business, these time-savers may be borrowed for home use.

PHOTOCOPY A Xerox machine provides fast duplication of your valuable documents for 10 cents a copy.

PHONOGRAPH RECORDS The collection includes instrumental and orchestra music, opera and musical comedy, drama, poetry, foreign language, and documentary recordings. All may be borrowed free, just as books. Scores and libretos are available.

YOUNG ADULT SERVICES Books marked YP are selected for the reader making the transition from the Children's Room to the adult collection. They are interfiled with the adult collection.

If extension service by Library Representatives proves effective, it may provide a pattern for future library services in many libraries.

PROJECT AURORA

ELYRIA PUBLIC LIBRARY

320 WASHINGTON AVENUE

323-5747

Donald Sager, Head Administrative Services

Joan Schmutzler, Head of Project Aurora

Elyria Public Library has just celebrated 100 years of service to its citizens. We now have the privilege of extending door-to-door services to selected areas of the city.

Project Aurora is completely funded under the LSCA, Library Services and Construction Act, Title I. The grant was made to the Elyria Public Library by the State Library of Ohio.

This two year grant will test the feasibility of extending library service on a door-to-door basis for selected areas in Elyria. It is hoped that this form of service will be better than both branches and bookmobiles now currently being used on most library systems.

Aurora is the rosy colored Roman goddess of the dawning driving her chariot across the sky each morning. Project Aurora is the dawning of a new concept of library service.

A Library Representative will call you for an appointment during the coming week. On her first visit, she will introduce herself, answer questions concerning the Project, and take requests for materials. Future calls will be scheduled at your convenience.

If you do not have a library card, your Library Representative will supply one for you on her return visit. There is no charge for a library card or any materials loaned with the exception of Photocopy Service, Interlibrary Loan, and Film Rental.

Any questions you ask or materials you request will be brought to you by your Representative on her return visit. She will also return materials you have borrowed.

Should you have any questions or requests between your Representative's visits, you may call the Project Office and leave a message for your Representative.

Materials for Project Aurora will be supplied from the collection of the Elyria Public Library and the materials budget of the Project.

BOOKS Recreation, information, and inspiration are provided from the 100,000 volumes available. The fiction collection offers a wide variety of contemporary writing plus a rich selection from the past. The non-fiction collection represents the popular treatments of subject (particularly in how-to-do-it, travel, and biography) and also technical and business aspects.

CHILDREN'S SERVICES The children's collection offers a complete range of materials from picture books through books suitable for the 6th grade including both fiction and non-fiction. Reading guidance is offered to both children and parents.

FILMS Both 8mm and 16mm films may be borrowed free of charge; however, a 50¢ insurance fee is charged for each showing of the 16mm films. Some 60 films are owned by the library; in addition, an average of 80 different films are scheduled each month. A film catalog is available.

GOVERNMENT DOCUMENTS The library is a selected depository for U.S. Publications.

INFORMATION Thousands of questions are answered annually by the Reference Staff. Besides the standard reference tools and pamphlets, there are special collections of materials in the fields of genealogy, Elyria history, and business.

INTERLIBRARY LOAN If the library cannot fill your requests here, it will borrow books, if available, elsewhere. Rapid service can be obtained from the State Library. A fee for the postage is charged.

MAGAZINES The library receives over 600 magazines. Recent issues of popular magazines circulate.

APPENDIX X

INITIAL IN-TAKE SHEET

Name_____ Worker_____
(Last,) (First)

Date_____ Time_____ Length_____

Address_____

Phone _____

Size of family _____

Children:

L.C. Check	Names	Ages	Hobbies
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Family interests (hobbies, etc.)

Did the patron receive the letter. Yes_____ No_____

What questions did the patron ask about the Project?

Did your answers satisfy the patron. Yes_____ No_____

Questions which you feel you did not answer well.

What is your estimate of the educational background and age of patron?

How would you judge the income? low_____

middle_____

upper middle_____

high_____

Is the patron interested in Project Aurora? Interested_____

Mildly interested_____

Not interested_____

Reasons given for not wanting.

Any comments concerning libraries or library service? (If needed use back of paper)

APPENDIX XI

DEVELOPMENTAL CHART FOR PATRON

NAME_____ REPRESENTATIVE_____

	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Requested materials for children.												
Asks for books in broad categories: religion, mysteries, light love, etc.												
Has an awareness of titles either by newspaper or media sources.												
Selects a book from a booklist.												
Discusses materials with Representative and becomes more articulate in his ability to request materials.												
Expansion of interest.												
Asks an informational question.												
Attends a library program.												
Another member of the family uses.												

ADDITIONAL COMMENTS:

APPENDIX XII

LETTER ACCOMPANYING FINAL QUESTIONNAIRE

Elyria Public Library

320 WASHINGTON AVENUE - ELYRIA, OHIO

March 1, 1972

Dear Aurora Patron:

As the Aurora Project is ending June 30, we are asking your assistance once again. As we prepare the final evaluation, your help is needed. By identifying both the strengths and weaknesses, we will be able to recommend sound alternatives. You will be helping us by filling out and returning the following questionnaire. Your Representative will be happy to answer any questions you have about the questionnaire. All replies are confidential and will be put together in the final report.

I know many of you have asked if the Project is a success. Our ability to reach people and interest them in library service can be listed as successful. What we have learned and observed about patrons and usage will help many libraries design better service and more effective promotion of resources. Identifying groups of potential users who remain unserved by traditional forms of service. These are the major contributions of Library Service made by the Elyria Public Library and Project Aurora. But the research has also proven that the present form of service is too costly for a library to support. Needless to say, these contributions would not be possible without your participation.

Thank you for your continuing cooperation and support.

Sincerely yours,

Joan Schmutzler
Head, Project Aurora

JS:pn

APPENDIX XIII

PROJECT AURORA

FINAL QUESTIONNAIRE

1. Had you visited the Elyria Public Library before Project Aurora?

Yes_____ No_____

If yes, please check

_____Weekly
_____Biweekly
_____Monthly
_____Infrequently
_____Other

2. Why did you take part in the Project?

_____Lack of transportation to the Library
_____Curiosity about experiment
_____Felt obligated to the Representative
_____Opportunity to read books
_____Other, please explain_____
_____
_____

3. For what reason (s) have you usually requested materials?

_____To follow a hobby
_____To read for pleasure
_____To obtain books for children
_____Other_____

4. Do you request informational materials?

Yes_____ No_____

If yes, please check

_____For personal use
_____For committee or club
_____Other
_____Your job
_____A course
_____Home & family needs

5. What do you enjoy most about the service?

_____Convenience
_____Personal service
_____Regularity
_____Variety of materials selected for you
_____Other_____
_____
_____

6. Do you feel you have learned more about the library and its resources?

Yes_____ No_____

7. Have you visited the library since the beginning of the Project?

Yes_____ No_____

8. Do you expect to visit the library at the conclusion of the Project?

Yes_____ No_____

If no, please check reason or reasons

_____Lack of transportation
_____Lack of time
_____Not interested in using the library
_____Other (please explain)_____
_____
_____

9. Is this type of service satisfactory for your personal and family library needs?

Yes_____ No_____

If no, please explain_____
_____
_____

ANY ADDITIONAL COMMENTS ABOUT THE VALUES AND DISADVANTAGES OF THIS SERVICE WILL BE OF VALUE FOR THE FINAL EVALUATION.

ALL REPLIES ARE CONFIDENTIAL. YOUR REPRESENTATIVE WILL SUPPLY A RETURN ENVELOPE, IF YOU WISH TO RETURN YOUR REPLY BY MAIL.